



## DOCTOR OF BUSINESS (DBA)

### Faculty Perception Of Branding A Multi-case Qualitative Study

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# **FACULTY PERCEPTION OF BRANDING - A Multi-case Qualitative Study**

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A thesis submitted for the degree of Doctor of Business Administration

University of Bath  
School of Management

October 2014

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## **ABSTRACT**

This research explores through the lens of branding practices at universities how professionals in public sector spaces respond to the influence of corporate marketing practices. Specifically, this research addressed the question of how faculty perceive branding activities in higher education and their role in branding activities at the university. It also sought to understand the impact and influence of institutional attributes such as heritage and location on faculty perception of branding.

The research was conducted at three Universities in Ontario Canada, which were selected based on differences in heritage and location. Marketing, organizational studies and higher education studies literature were combined highlighting the differences between product and service based marketing and the interplay between organizational identity, image and culture. My research revealed ambiguous and complex responses from faculty and highlighted the unique values and beliefs inherent in academic culture. While most faculty members appreciated the need for branding under current economic conditions, many perceived branding as representing the unwelcome encroachment of business ideology within the university which had the potential of eroding the university's contribution to the public good. They also perceived branding as leading to changes in both the structure and culture of the university. Many faculty expressed concern that branding tended toward a claim to be everything to everyone resulting in significant gaps in authenticity; in other words between brand representations and actual practices. The findings raise questions about the applicability of existing theories of branding to higher education institutions and an academic service brand model is proposed that captures the complexity of academic responses to branding. The management implications arising from this thesis reveal that faculty members see branding as a complex balancing act combining multiple attributes and one that requires transparent communication, the cultivation of trust, accessible brand leadership and authenticity.



## **Chapter 1 INTRODUCTION**

In current economic times, private sector ideology is increasingly been perceived as encroaching on what would be considered traditional public sector spaces. As indicated in a previous paper (Pringle & Huisman, 2011) many academics do not think of higher education in the context of business and economic principles. However, in the past decade many have argued that increasing accountability for public spending has shifted the perception of higher education from being considered a 'public' or 'quasi-public' good to being considered a 'private good' (Huisman & Currie, 2004; Naidoo, 2008; Pringle & Huisman, 2011). This is particularly represented by the growing interest in branding activities at academic institutions.

One of the reasons for the rise in branding is the growing competitive nature of higher education as the world experiences economic pressures and an increasing influence of US marketization in higher education (Dill, 2003; Jongbloed, 2003; Naidoo, Shankar, & Veer, 2011). As a result, increasing attention has been directed to a university's *raison d'être* and communicating that message through a powerful brand identity. However there is very little research directly investigating branding in the context of higher education. What is particularly under researched is internal branding practices and how those who work within higher education respond to branding.

While external stakeholders (students for example) are important in brand management, internal stakeholders are equally important in the management of service brands. As indicated by many authors (De Chernatony & Segal-Horn, 2003; Elliot & Percy, 2007; Judson, Aurand, Gorchels, & Gordon, 2009), employee behaviour has been identified as of paramount importance and strongly influential in shaping consumer perceptions of their most and least preferred service brands. Therefore it can be reasonably argued that the same attention to branding should be directed internally to employees as is currently directed externally to potential customers since it is at the intersection of service providers and customers that brand meaning is realized. Elliot and Percy (2007) further argue that this is even more important for labour intensive services like higher education, where the involvement of human beings in the production of services (through instruction and grading and services) leads to an increasing degree of variability in quality and a greater reliance on the trust of the consumer (Berry & Lampo, 2004). Therefore the role of faculty becomes central to the experience and integral to the brand value. So far a notable gap is found in the literature with virtually no mention of the role of different types of faculty in branding practices at universities.

While marketing managers are largely in agreement on the power of branding, it has been argued that faculty members have a distinctly different perception of branding where “the most common academic stance is simply to ignore brands as too crass and too popular to deserve serious inquiry” (Holt, 2006, p. 300). Similarly others have commented on the nature of faculty as a service provider and hypothesize that it is natural that faculty will resist and feel conflicted with the concept of identifying with a single organizational identity since they identify more with their academic discipline (Waeraas & Solbakk, 2009, p. 459). While these generalized statements may very well be true, the study by Waeraas and Solbakk (2009) represents an exploratory single case study in a national context where strong marketization is not present and where comparisons were not explored across different types of institutions and faculty attributes were not clearly defined.

Clearly we do not know enough about branding in the context of higher education but more importantly we know even less about how those who work within universities, particularly faculty, respond to branding activities. How do faculty respond to branding activities at their universities? Do faculty believe that the brand promises made by their university are truthful, genuine and grounded in reality (Beverland & Farrelly, 2010)? As a response to this gap in the literature my research explored faculty perception of branding activities and how they see their role in branding the institution.

My central research question was to explore how faculty perceive branding in the context of their university and the role they play in branding their university. From my central research question I explored two additional sub questions:

- i. Does the age (used as a proxy for status) of the university have an influence or impact on the way faculty members perceive or respond to branding activities
- ii. Does the location of the university (urban/rural) have an influence or impact on the way faculty members perceive or respond to branding activities?

This study utilized a case study approach but more specifically a multi-case study approach. A case study approach was selected because in the context of studying faculty it provided a more vivid and detailed description of the environment in which faculty live and work and provided a richness that other approaches were less likely to generate with respect to faculty’s perception of brand management in higher education. A multi-case approach was taken because it allowed this study to further explore differences within and between (institutional attributes of heritage and location) cases.

The significance of this research is it illustrates how branding practices are influenced and mediated by organizational dynamics and internal culture. Further, it shows how organizational cultures of public sector higher education institutions which were previously insulated from market forces and business sector ideologies are adapting and responding to forces which represent a challenge to the traditional practices of the university.

This research also has implications for higher education management and policy as it sheds light on the complex relationship faculty members have in balancing their traditional duty as critic and protector of the public good with a new understanding of the pressures university management is experiencing under current economic considerations and government constraint. This research contributes to our understanding of faculty's perception of leadership and the impact of leadership on branding practices (Gosling, Bolden, & Petrov, 2009; Naidoo, Gosling, Bolden, O'Brien, & Hawkins, 2014). Further, this research also sheds light on how faculty perceive the authenticity of brand promises made by their university and whether they believe the university brand "captures the experiences, expectations and desires of the proposed target" (Napoli, Dickinson, Beverland, & Farrelly, 2014). This research will help inform discussions between faculty and university management about how they should invest resources and whether additional resources should be directed toward investment in enhancing the university brand or investment in teaching and research (Naidoo & Pringle, 2014).

My thesis is structured in the following way:

In Chapter 2, I begin by reviewing the current literature on branding and present key insights from the marketing literature, highlighting the differences between product and service branding. I then move to discuss the organizational literature with a focus on organizational identity, image and culture and how the brand is interpreted as an expression of interplay between producer and consumer where brand meaning is co-created. I then turn the discussion inward and focus on exploring the literature on internal or employee branding. I close the literature review by exploring the higher education literature as it relates to university branding.

In Chapter 3, I outline the methodology I used to explore the research questions. I begin by outlining the research design and theoretical underpinnings to this research and then discuss the research strategy and why a multi-case qualitative approach was adopted. I then move to discuss the data collection, including how I selected the case

study universities, how I analysed my data and how I would address and ensure accuracy, generalizability and replicability of my research.

In Chapter 4 I outline the context for higher education in Canada and specifically the province of Ontario. I then highlight how this has changed in recent years and the impact policy changes have had on branding activities at universities drawing on a small number of case studies in the province of Ontario.

Chapter 5, 6 and 7 represent the individual case studies. I begin each case study by providing general background on the university represented by reviewing the strategic business plans and fundraising campaigns. As part of that background, three contextual management interviews were completed at each university with senior administrators who are directly involved in brand management to understand how administrative leadership perceives and drive the university brand. Each chapter then explores the research questions through faculty interviews across the university, matched by academic discipline and rank. A thematic analysis is presented identifying key themes related to faculty perception of branding activities at their university.

Chapter 8 presents a cross cases analysis exploring the finding across institutional attributes. The chapter explores the findings in the context of institutional age (old/new) and location (urban/rural), looking for similarities and differences in the thematic analysis both within and between these cases.

In Chapter 9 the findings are discussed in further detail drawing on the relevant literature where applicable. Chapter 9 concludes by presenting a proposed academic service brand model which captures the complexity of the higher education industry and the unique values, beliefs and basic assumptions of an academic culture.

In Chapter 10 the key findings and implications for practice are highlighted and the strengths and limitation of the research are discussed. Chapter 10 concludes with a reflection on my experience throughout the Doctoral process.

## **Chapter 2 LITERATURE REVIEW**

### **2.1 Introduction**

The purpose of this chapter is to lay the foundation for my field research into the phenomenon of branding in the context of three universities in Ontario. Specifically it explores branding from the perspective of university faculty. It reviews relevant streams of academic literature, including the organizational studies literature, marketing literature and literature specific to higher education to identify the theoretical perspectives that may emerge as important in helping to understand the phenomenon. These perspectives are then reflected in the interview questions, which were designed to allow the emergence of a broad range of potentially relevant data. It also reviews the state of research on branding in higher education institutions and shows where significant gaps exist.

An exploratory study requires that the researcher approach it with an open mind, and a willingness to be surprised. However, it is inevitable that the researcher will have some way of thinking about the phenomenon that will influence what data are collected, how they are analyzed, and how they are interpreted. Accordingly, this literature review also represents a map of the researcher's thinking about the phenomenon.

I begin by reviewing the extensive academic literature specific to branding in both the organizational and marketing literature. I start by defining the literature on service based branding and how it differs from product/goods based branding because higher education is more appropriately aligned with this conceptualization. I then explore the evolution of brand integrating the organizational and marketing literature as others have identified the need "to bring together the diverse range of disciplinary scholarship to encompass the cultural and managerial dimensions of the production and consumption of brands"(Naidoo & Pringle, 2014) . The discussion then moves towards various theoretical models that have been employed to better understand branding and the service brand relationship and then turns inward to focus on the importance of internal stakeholders or employees in the management of the corporate service brand. Finally branding in the context of higher education is specifically explored highlighting the current gaps in the literature and providing focus and structure for the interview questions. Broadly speaking these questions are aligned with the central question of how faculty perceive and respond to branding strategies in their university.

## 2.2 Branding

Branding has increased in significance as both a corporate principle and as a marketing strategy as organizations struggle to compete for the devotion of customers and consumers in what has often been coined the attention economy (Davenport & Beck, 2001; Schroeder, 2002). Davenport and Beck (2001, p. 3) argue that “attention is the real currency of businesses and... [u]nderstanding and managing attention is now the single most important determinant of business success”.

In tandem with this change has come a gradual evolution in the way we understand the conceptualization of branding. In the context of this thesis I will focus on various evolutions in the analysis of branding in order to create greater relevance for my specific study. It is helpful to first understand higher education in relation to service-centric logic rather than product centric logic because of its intangibility and need to rely on credence qualities. What I mean to highlight here is that customers cannot make clear judgments about the quality of the service (i.e. the value of your degree/diploma) until after purchase (Elliot & Percy, 2007). It is also important to understand how the organizational literature has informed the marketing literature and how brand meaning is constructed and expressed through its interactions and associations between different actors. Lastly understanding the significance, role and relationship of internal stakeholders to the services brand in delivering the brand promise is central to the context of this thesis.

Therefore, specifically in the context of this thesis I will organize and explore the literature with respect to A) the change in conceptualization of a product centric marketing logic to a service centric marketing logic; B) the integration of organizational theory with marketing theory and C) the increasing importance and focus on the employee to branding theory.

### 2.2.1 Evolution towards Service Based Branding

As identified above, in analyzing branding in higher education it is best to conceptualise it within the context of service rather than product marketing because of its intangibility and judgements on brand quality can only be evaluated and realized after purchase.

Service marketing has been considered distinct from product marketing based on several fundamental characteristics considered to be unique to services: intangibility, inseparability of production and consumption, heterogeneity and perishability. However the fundamental difference most often cited is intangibility since most services are “performances, rather than objects, they cannot be seen, felt, tasted or touched in

the same manner in which goods can be sensed” (Zeithaml, Parasuraman, & Berry, 1985, p. 33).

In a challenge to the traditional goods based logic common to marketing theorists, Vargo and Lusch (2004) argue the dominant logic of economics as an exchange of goods, where the focus is on tangible resources, embedded value and transactions should be replaced by a focus on intangible resources, and the co-creation of value and relationships. They dispute the dominant, goods-centered view of marketing and suggest that this approach may not only fail to fully appreciate or acknowledge the role of services in this exchange but may potentially obstruct a comprehensive understanding of marketing in general since many goods based marketing is connected to some degree with services (Vargo & Lusch, 2004, p. 2). More specifically in the context of branding, Brodie et al. (2006) extend and build on the concept of Service Based Logic (SBL) and state that despite being mentioned on three occasions, essentially the concept of branding is missing from Vargo and Lusch’s (2004) paper and should in fact be a fundamental premise in their service dominant logic as opposed to an “off–balance sheet resource”. This is supported by Prahalad (2004, p. 23) who posits there is a need to “escape the firm and the product/service-centric view of value creation...and move on to an experience-centric co-creation view”. Within the experience-centric co-creation perspective he argues that the brand becomes the experience.

The debate continues in the marketing literature on the merits of Goods Dominant logic versus Service Dominant logic. More recently Vargo and Lusch (2008b) responded to some of the criticism and continue to argue that the traditional goods dominant logic was inadequate to capture the meaning of services. Vargo and Lusch (2008a) argue that service dominant logic considers “service” as a process of using ones resources for the benefit of and in conjunction with another party as the fundamental purpose of economic exchange. They respond to the criticisms in the following way:

...academic marketing continues to point firms towards *producing services instead of producing goods*, rather than *providing service*. It continues to suggest that all that is needed is a change in the unit of output from the tangible to the intangible. As we have stated elsewhere, this is a logic that not only misleads “goods” firms, but one that has misled what are traditionally thought of as service industries (e.g., airlines, banks, healthcare, education, government ) toward trying to refine the *production of units of services* and away from *providing service*.

They continue that it is the knowledge and skills (competences) of the providers that represent the essential source of value creation, not the goods, which are sometimes used to convey them (Vargo & Lusch, 2008a, p. 256).

Elliot and Percy (2007) contend that as you move from pure goods to pure services the customer's ability to make rational, evidence-based choices declines. They reason as you move from a pure good to a pure service, experience qualities become increasingly more important, meaning that quality can only be effectively evaluated after purchase and during use. At the end of the spectrum a pure service has only credence qualities, which means even after purchase and use customers cannot make clear judgments based on evidence but have to believe in the quality of the service (i.e. the value of your degree/diploma). Elliot and Percy (2007) report that this is particularly true for labour intensive services like higher education, where the involvement of human beings in the production of services (through instruction and grading and services) leads to an increasing degree of variability in quality and a greater reliance on the trust of the consumer (Berry & Lampo, 2004).

Similar to Zeithaml et al (1985), Elliot and Percy (2007) state that the intangibility of services refers to the fact that services by their very nature cannot be touched or inspected or taken for a trial run prior to purchase. They maintain that this requires customers to depend on alternative sources of information, including promises of satisfaction through metaphors and symbols. As identified earlier, higher education is by its very nature highly intangible and as such universities must search for ways to convert the intangible to tangible and thereby influence customer perception. This is usually done through multiple touchpoints where the brand has an opportunity to interact and make an impression on customers and other stakeholders (Berry & Lampo, 2004). Further, these touchpoints can be categorized into the pre-purchase experience, the purchase experience and the post-purchase experience, and sum to the total experience of a customer with the brand. Hogan et al. (2005) report these touchpoints can be identified and managed over time to deliver customer experience programs that will have maximum impact on customer perceptions. Eliot and Percy (2007) add employees to the mix and report the brand is co-created by its customers and the organizations employees as the service is produced and theorize that managing these brand touchpoints is about managing and communicating the meaning behind the brand (p. 209).

As touched on in the above paragraph, at the same time, a parallel evolution was occurring in the organizational literature with respect to brand meaning.



### 2.2.2 Impact of Organizational Literature on Marketing Literature

Lury (2004) took the brand concept further by seeing brands as an ongoing exchange between producers and consumers over time. By integrating specific cultural signs and making specific unique associations in the minds of their customers brands can differentiate themselves from each other. Similarly, Berry (2000) articulated in his model of service brand equity that when service is the primary offer, the company becomes the primary brand or “the service brand”. Others have similarly argued that “the organization itself is a brand”(Curtis, Abratt, & Minor, 2009, p. 405). Hatch and Schultz (2003, p. 1046) summarise the corporate brand as:

Like a beacon in a fog a corporate brand attracts and orients relevant audiences, stakeholder and constituencies around the recognizable values and symbols that differentiate the organization. But corporate branding is not only about differentiation, it is also about belonging. When corporate branding works, it is because it expresses the values and/or sources of desire that attract key stakeholders to the organization and encourage them to feel a sense of belonging.

According to Hankinson (2004), there are four main streams of thought regarding brand conceptualization and emphasizes that they are not independent of each other but inextricably linked to each other. The four concepts are briefly summarized below:

1. **Brands as communicators:** This conceptualization is encapsulated in the American Marketing Association’s definition of a brand as ‘a name, term, symbol or design, or a combination of them intended to identify the goods or services of one seller or group of sellers and to differentiate them from those of competitors. The concept of brand as communicator goes one step further to consider brand as communicating the firm’s vision of the brand.
2. **Brands as perceptual entities:** This approach has its origins in consumer behavior theory, and is defined in terms of a collection of associations perceived by the consumer.
3. **Brands as value enhancers:** This conceptualization has led to the concept of brand equity and using brands as a means of achieving competitive advantage with links to brand as a communicator.
4. **Brands as relationships:** In this instance the brand is construed as having a personality which enables it to form a relationship with the consumer. This conceptualization is particularly relevant to service brands, since consumers become co-producers of the service product (Hankinson, 2004).

Other authors have highlighted how organizations and their brands have become more 'expressive' in distinguishing and communicating their unique attributes (Salzer-Morling, 2002; Schultz, Hatch, & Larsen, 2000). In taking this approach, brands have adopted emotions and values in expressing what they represent and moved beyond the mere promise of quality to something more human with attributes more consistent with a personality and social identity.

Similarly, Karreman and Rylander (2008, p. 105) adopt a broader organizational perspective of branding and believe the marketing perspective is unable to provide insights into how brands are socially constructed, maintained, consumed and resisted and therefore understand brands as "vehicles of meaning that may deeply affect interpretive communities". The chief distinction being that corporate branding should be understood as a "vehicle of meaning that influence interpretive communities... [and therefore] branding practices may be usefully understood as management of meaning, i.e. systematic efforts from top management to influence and shape frames of references, norms and values among organizational members" (Karreman & Rylander, 2008, p. 108).

In the next section I will discuss some models which have been proposed to explain corporate branding and then more specifically the service brand and how the service brand links the corporation (Brand Identity) to customers (Brand Image), and their employees (Organizational Culture).

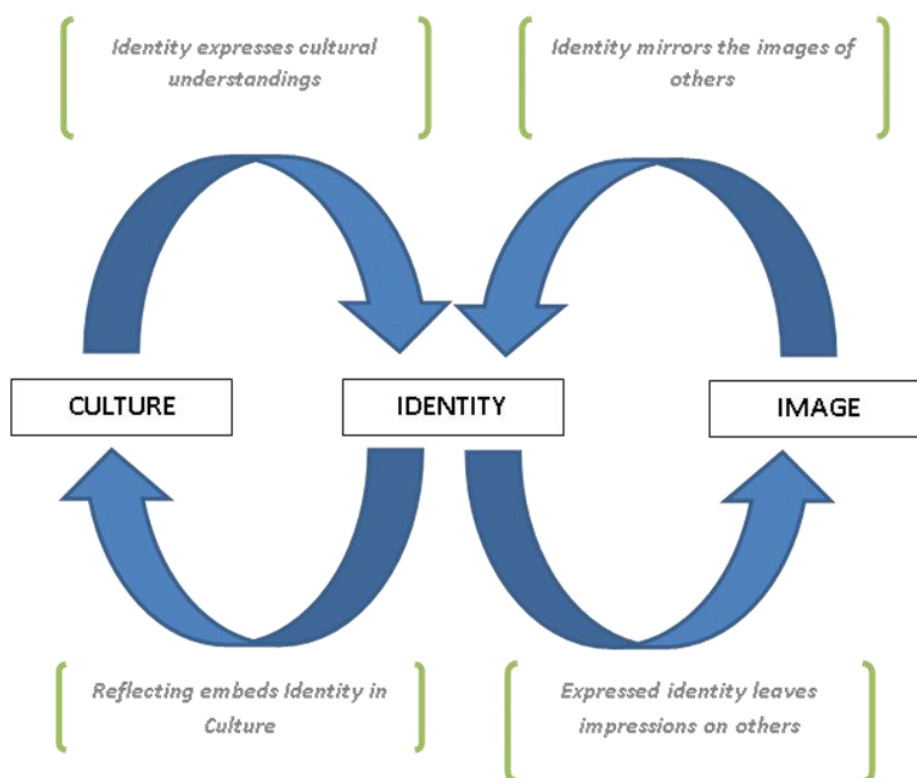
### 2.2.3 Corporate Branding and the Interplay of Identity, Image and Culture

In this section I draw attention to some branding models which highlight the importance of co-creation of brand as interplay between the corporation, customers and employees.

Hatch and Schultz (2002, p. 991) identified the importance of connecting organizational culture with organizational identity and organizational image "arguing organizational identity needs to be theorized in relation to both culture and image in order to understand how internal and external definitions of organizational identity interact". This is significant as it highlights the dynamic nature and key role organizational culture and specifically faculty have in constructing brand identity.

The concept of organizational identity most cited in the literature was originally defined by Albert and Whetten (1985) as the central, enduring and distinctive features of an organization that distinguish it from other organizations (Whetten, 2006, p. 220); however, this definition came under some criticisms for not acknowledging the dynamic

nature of identity formation (Gioia, Schultz, & Corley, 2000; Hatch & Schultz, 2002; Ravasi & Schultz, 2006). Gioia et al. (2000, p. 64) reported that identity “contrary to most treatments of it in the literature, is actually relatively dynamic” and re-conceptualize organizational identity as a “potentially precarious and unstable notion, frequently up for redefinition and revision by organizational members”. Hatch and Schultz (2002) reference Mead’s theory of social identity and as mentioned above, describe identity in terms of “processes” and “dynamics”, offering a model of organizational identity dynamics built on four processes linking organization identity to culture and image (see figure 2.1 below).



**FIGURE 2.1: The Organizational Identity Dynamics Model**  
**Source: Adapted from Hatch and Schultz (2002, p. 991)**

Hatch and Schultz (2002, p. 991) describe their model as “specifying the processes of expressing and reflecting and in articulating the interplay of all four processes that together construct organizational identity as an ongoing conversation or dance between organizational culture and organizational images”.

Ravasi and Schultz (2006, p. 434) agree that despite references to Albert and Whetten’s original definition of organizational identity, students have developed different views of the phenomenon according to two principle lines of thought about organizational identity; the social actor perspective and the social constructionist

perspective. According to the social actor perspective, organization identity resides in institutional claims which are available to members about central, enduring and distinctive properties of their organization and these identity claims are enduring and resistant to change. According to the social constructionist perspective, organizational identity resides in collectively shared beliefs and understandings about the central and relatively permanent feature of an organization, and this is less about enduring and more about a shared understanding which is periodically renegotiated among members.

At this point it is interesting to consider the concept of image and its relationship to identity as considered by the fields of public relations and marketing which treat these concepts somewhat differently than the field of organizational study. The strategic goal of most organizations is to establish a unique identity that will be both marketable and accepted by society, and to create a consistent corporate image that meets the expectations of as many stakeholders as possible. In most cases this identity is aligned with the organizations vision, mission, values and guiding principles. As a consequence, corporate identity scholars' focus more on the vision mission and values of a corporation and how that is presented to the outside world as a means to achieving the organization's strategic goals. Van Riel & Balmer (1997) define corporate identity as an organization's unique characteristics, which are rooted in the behaviour of members of the organization and has strategic importance. Balmer and Gray (2003) refers to the distinct attributes of an organization and as such address the questions 'what are we?' and 'who are we?'.

Some have gone further to incorporate additional personality components and define corporate identity as how the organization goes about its business and how it behaves, thinks, feels, and interacts with the external world via its employees (Bendixen & Abratt, 2007). Hatch and Schultz (2008, p. 10) have a holistic interpretation of the corporate brand and believe the corporate brand "targets all stakeholders, inside and out. It influences organizational activities from top to bottom, and it infuses everything the company is, says and does, now and forever".

On the other hand, organizational image is most often defined as how members of an organization believe others view their organization (construed external image) or how an organization would like others to see them (desired external image) (Huisman, 2010, p. 2). Huisman posits that there is a thin line between the two concepts, "in the sense that it will be difficult for an organization to allow for significant and enduring discrepancies between construed external image (how the organization would like to

be seen) and identity (how the organization understands itself)”(2010, p. 2). However, as Hatch and Schultz (2008, pp. 55-56) point out, “[c]ompanies face many disruptions to their identity conversations, making them occasionally incoherent – or even worse, completely disconnecting their cultural heritage from their stakeholders’ images. For example, mergers and acquisitions, internal growth, and changes in leadership can all create at least temporary misalignments among vision, culture, and image”.

Hatch and Schultz (2008, p. 11) expanded on their previous work on corporate branding and explained that “whenever you encounter a successful corporate brand, standing behind that brand you will find coherence between what the company’s top managers want to accomplish in the future (their strategic vision), what has always been know or believed by company employees (lodged in its culture), and what external stakeholders expect or desire from the company (their image of it)”.



**Figure 2.2: The Vision Culture Image Model**  
**Source: Adapted from Hatch and Schultz (2008, p. 80)**

The authors believe that the greater the coherence of vision, culture and images, the stronger the brand. By listening and responding to external stakeholders you align vision with images. By listening and responding to employees you can align culture with vision. When culture aligns with vision, employees personalize top management’s aspirations for the organization and they will then have the motivation to pursue strategic vision and cement a powerful corporate brand identity (Hatch & Schultz, 2008, p. 129).

Despite the work of the preceding authors, it has become increasingly difficult to reach agreement on defining what is meant by the term ‘brand’. Kornberger reports that this is largely the result of an industry which constantly puts out new definitions “including

'brand equity', 'brand identity', 'brand strategy', 'brand image', 'brand reputation', 'brand promise', 'brand culture', 'brand experience', 'brand positioning', 'brand architecture' and 'brand awareness'. The word 'brand' seems to sell as soon as it is put in front of a more or less complex second word. The resulting conceptual inflation does not help the clarity of the term" (Kornberger, 2010, p. 15).

This ambiguity is supported by Gabbott and Jevons (2009) as they also attempted to answer the question of how to define the term 'brand':

We propose that the community of brand researchers and practitioners share a cultural interpretation of brand which is both contextual and dynamic and that this is reflected within contemporary definition. We conclude that there is not and never will be a unifying definition of 'brand' but a constantly evolving series of contexts or lenses through which the phenomenon is viewed. The pursuit of a unified understanding, characterized by traditional approaches to theory building, is bound to fail. Is this situation positive or negative?

If we acknowledge the value and strength of a diverse understanding of brand and the added colour that interpretive communities can bring in decoding contemporary practice, then we must accept that no one definition is possible. A multiplicity of definitions and understandings of 'brand' can only be inevitable in the right, context-laden environments in which brands now operate (Gabbott & Jevons, 2009, p. 121).

Several models have been developed to explain the branding relationship and one model called the service-brand-relationship-value (SBRV) triangle by Brodie et al. (2006) stands out in the context of this study since it focuses solely on the service brand. In the SBRV triangle proposed by Brodie et al (2006) it is the service brand that is pivotal.

Brodie et al. (2006) discuss service brand equity in the context of a value triangle originally developed by Calonius (1986) and further refined by Bitner (1995) and Gronroos (1996). This framework distinguishes between three marketing processes:

1. making promises (external marketing between the organization and customers);
2. enabling and facilitating promises (internal marketing between the organization and people working in the organization/network); and
3. keeping and supporting promises (the interactive marketing between people working within the organization/network and end customers).

Building on this framework, Brodie et al. (2006) created the service brand-relationship-value (SBRV) triangle with the goal to provide an alternative to the customer equity

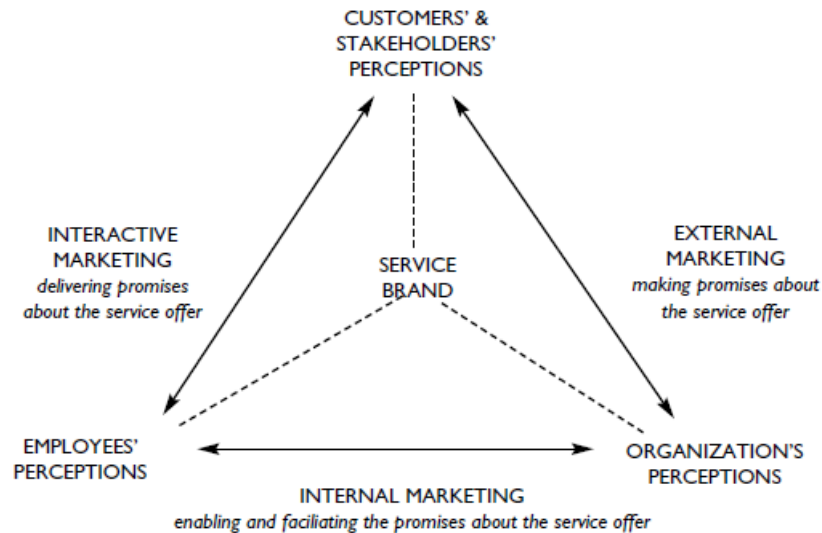
approach advocated by Rust, Zeithaml and Lemon (2004). In the model proposed by Rust et al. (2004), value equity, brand equity and retention equity define the components of a value triangle and it is customer equity that is pivotal. In contrast, in the SBRV triangle proposed by Brodie et al (2006) it is the service brand that is pivotal.

Service brands facilitate and mediate the marketing processes used to realize the experiences that drive co-creation of value. They provide signs systems that symbolize meaning in the marketing network, and hence are a fundamental asset or resource that a marketing organization uses in developing service-based competency and hence competitive advantage (Brodie et al., 2006, p. 373).

More recently, Brodie (2009) further refined his model using a more integrative perspective and defined his model in terms of the three types of marketing which influence customer, employee and organizational perceptions of the service brand.

1. External marketing (communication between the organization and customers *making promises* about the service offer).
2. Interactive marketing (interactions between people working within the organization/network and end customers that create the service experience associated with *delivering promises* about the service offer)
3. Internal marketing (the resources and processes *enabling and facilitating promises* about the service offer involving the organization and people working in the organization).

Within the theoretical framework, the external marketing activities are associated with the 'making of promises'. Brodie, Whittome, and Brush (2009) explain that this largely relates to the traditional external marketing communications organizations use. Further there are the communications that build awareness of the brand name and logo creating a distinctive image about the service offer. The interactive marketing activities are associated with 'delivering promises' which involves the interactions and experiences between the company the service providers (employees i.e. faculty) and the customers. If these experiences are positive and aligned with the 'making of promises' this leads to building customer trust (Brodie et al., 2009, pp. 346-347). They used the model to study customers' perceptions of the service brand, providing empirical support for Brodie's theoretical framework by demonstrating the linked relationship and importance between the making of promises (brand image with company image) and the delivery of promises (employee trust and company trust) in creating customer value and customer loyalty (Brodie, 2009, p. 110).

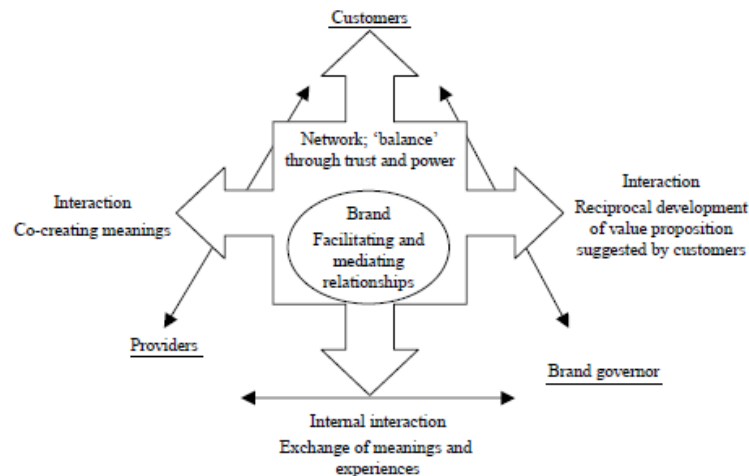


**Figure 2.3: Types of marketing and their influence on the perceptions of the service brand**

**Source: Brodie et al. (2009, p. 346)**

Advancing the work of Brodie et al. (2006), Fyrberg and Juriado (2009) used social network theory to examine the co-creation of value by social and economic actors. Social network theory explains social relations, interaction and norms by focusing on actors, the structural connections between them and the resources they possess and exchange within a network (Fyrberg & Juriado, 2009, p. 423). They argue that the quality of interaction between the network actors is fundamental for co-creation of value and trust and power play a significant role in this interaction. They conceptualize this view by adapting the model proposed by Brodie et al. (2006) and replace the original actors with service network actors: Customers, Providers and Brand Governor. They argue that all actors are equally involved but not necessarily simultaneously in the co-creation process. They feel that “customers are primarily involved in developing the value proposition, while the Providers and Brand Governor primarily focus on exchanging resources for sustaining and developing mutual activities”(Fyrberg & Juriado, 2009, p. 427).





**Figure 2.4: The service network contextualized model**

**Source: Fyrberg and Juriado (2009, p. 428) adapted from (Brodie et al., 2006)**

They see Brodie's model through network aspects and as such have linked the brand to the model and view networks as resources for interaction. They feel the original model proposed by Brodie et al. (2006) is focused on the service brand as a driver of the co-creation process whereas their model focuses more on the search for the balance of power and trust within the relationships in the process of interaction (Fyrberg & Juriado, 2009, p. 427).

This section highlighted the importance of co-creation of brand as interplay between the corporation, customers and employees.

In the next section I turn inward and explore branding with a focus on the role of the internal customer or employee.

#### 2.2.4 Internal Branding and the Employee

While external stakeholders are important in brand management, internal stakeholders may be equally if not more important in the management of service brands.

Brand orientation scholars within the field of marketing have also expanded the agenda of corporate branding from one of executing top management's vision to involving employees in the creation and enactment of the brand at the same time as deepening relations with stakeholders and using their passion for brand advantage (Urde, 1999). As indicated in the preceding section, Schultz et al. (2000) and Hatch and Schultz (2008) have highlighted the importance in aligning culture, image and vision and the key role employees play in brand practices. They argue that employees' engagement with, and enactment of the values and vision of the brand becomes a key element in the differentiation strategies and thus provides competitive advantage for the company.

Mahnert and Torres (2007) emphasize three core principles in relation to employees and branding: Firstly, that committed employees reflect and deliver desired brand values to consumers. Secondly, that effective communication results in the brand promise being realized both internally and externally, and thirdly, that internal branding needs to permeate all levels of the organization to align the behaviour and attitudes of management and staff. Branding strategies can thus become one of a growing number of devices to steer the structure and organization of work processes.

As indicated by many authors (Burmah & Zeplin, 2005; De Chernatony & Segal-Horn, 2003; Elliot & Percy, 2007; Judson et al., 2009; Karreman & Rylander, 2008), employee behaviour has been identified as of paramount importance and strongly influential in shaping consumer perceptions of their most and least preferred service brands. Further, for employees the corporate brand provides elite confirmation or a symbol of belonging to the best or brightest (Karreman & Rylander, 2008, p. 117) and it would be interesting to know in the context of higher education whether, members of an elite university will feel stronger brand identification than members from a university with a less established reputation.

Whereas the brand does not seem to be crucial to the content, i.e. the social construction of 'who we are', of organizational identity, it may be critical to its strength, i.e. the attractiveness of belonging to the firm as well as how others (outsiders) react to people belonging to the firm (insiders). In other words, the brand feeds organizational identification (Karreman & Rylander, 2008, p. 117).

Curtis et al. (2009, p. 405), describes branding as a "process of creating, nurturing, and sustaining a mutually beneficial relationship between a company, its staff and external stakeholders". Not only does it require a sense of differentiation from competitors, but it must also create a sense of belonging.

A recent multi-case study by Maxwell and Knoxx (2009) while not focused on the higher education industry did include one university as one of five organizations studied and examined what motivated employee's to 'live the brand'. Using a questionnaire approach with open ended questions, they identified five categories of attributes that employees of these five organizations considered important for motivating employee's to 'live the brand'. Namely, employment (employee rewards, style of management, manager-workforce relations, type of work, work environment, attributes of workforce), organizational successes (past successes, current standing, expected future successes), construed external image (industry and stakeholder groups), and produce or services (attributes and values). More specifically they concluded "employees

considered their organization's employer brand to be more attractive when the organization as a whole was perceived to be successful; when they valued the attributes of the organization's product or service; when they construed its external image as being attractive" (Maxwell & Knoxx, 2009, p. 903).

While employee branding reinforces organizational identification, some authors suggests that this relationship is more complex and fraught with challenges. Smith and Buchanan-Oliver (2011, p. 66) recognize the significance of employees in the enactment of the service brand but argue this relationship is multifaceted where there is "accommodation with the brand (conforming but not believing too much), but ... also resistance to the brand (separateness and there is also dissonance (different vision, connected but separate)". Russell (2011) expands on this concept of conforming and speaks to employee branding through a more sinister lens of regulation and control where employees are prevented from expressing critical thought and where "[i]t regulates employees' identities by encouraging them to present themselves in a way that is valuable for the organization and support its core beliefs norms and mindsets"(p. 101). In support of this, Tarnovskaya (2011, p. 144) reports that "feelings of inclusion and empowerment undoubtedly involve the active re-creation of brand meaning by employees" and argues that successful employee branding through employee empowerment and sense of belonging will eventually lead to a more robust external brand image and customer satisfaction (p. 146). This is important as it highlights the centrality of employee adoption of organizational values and the brand promise and the challenges this can present when this relationship goes awry.

While organizations may wish to control and regulate employee identities the question is what happens to the brand when core values and beliefs are not in alignment? Simms (2011, p. 150) reports that employees often resist and misbehave in ways that are not anticipated by management and outlines how this presents itself in the context of unions. She argues that unions will often take the organizational values and use them against management to improve their own work circumstances. In the context of higher education, this may result in unions embracing organizational values which champion student experience in order to argue class sizes need to remain small.

What is remarkable in the case studies presented here is that unions are sometimes able to use the service brand values to construct narratives and arguments that challenge managers to organize work in ways that improve the customer service and allow [front-line service workers] to deliver service brand value more effectively. In turn, this is important because it shows how unions

are able to respond to the needs of service workers and engage not just with the day-to-day employment problems they may have, but to develop responses that address the fundamental nature of front-line service work (Simms, 2011, p. 155)

In support of this concept, Naidoo et al. (2014, p. 147) report higher education is in “permanent conflict in which agents and organizations individually or collectively implement strategies in order to improve or defend their positions in relation to other occupants”. Simms (2011, p. 163) characterizes this relationship as one where “union organizers are skilled in identifying the tensions inherent in [Front Line Service Workers] and ... appropriate contradictions in brand values, using them to construct a logic that favours the development of collective interest”.

Drawing from these insights, branding can be conceptualised as both inwardly and outwardly facing where the brand expresses the values of the corporation in a positive and attractive manner while also creating, encouraging and fostering a sense of belonging to that brand, organization and all it represents. In other words, branding is conceptualised and authenticated through a management of relationships where values are shared, reflected and reinforced internally within the organization but also externally with the broader stakeholder community.

In the next section, I will explore branding specifically in the context of higher education.

## 2.3 The Context of Higher Education

### 2.3.1 The Role of Branding in Higher Education

Some have questioned the value of branding as a concept in the higher education sector (Jevons, 2006). However in a UK context, others have argued that increasing competition for international students in response to global student mobility, diminishing university funding and government-backed recruitment campaigns, has driven UK universities to focus on clearly articulating a brand image and identity (Hemsley-Brown & Goonawarddana, 2007). In Canada, in a recent report on the future of higher education in Canada, a policy analyst for the Canadian Council on Learning argued that the demographic trend of smaller cohorts will lead to a decline in overall enrolment and will in turn lead to a response from higher education institutions to ramp up their branding and marketization activities (Saunders, 2008, p. 8).

In this context, it is interesting to consider that according to Hemsley-Brown and Oplatka (2006), the literature on higher education marketing is:

...incoherent, even inchoate and lacks theoretical models that reflect upon the particular context of HE and the nature of their service (e.g. long-term outcomes for clients; a very classified market; service values which relate to the number of applicants rejected, etc). Further we argue that the research on HE marketing draws its conceptualizations and empirical frameworks from services marketing, despite the differences in context between HE institutions and other service organizations (Hemsley-Brown & Oplatka, 2006, p. 318).

Hemsley-Brown and Oplatka's systematic review of the literature in the context of branding concluded "although there have been a number of studies that examined image and reputation, the notion of branding has barely made its mark in higher education marketing (Hemsley-Brown & Oplatka, 2006, p. 333). While research into branding in the context of higher education is in its infancy, branding as a marketing concept has become increasingly common in higher education over the last decade as universities search for new ways to position themselves in an increasingly global and competitive marketplace. The concept of 'what is a university' and 'what do we stand for' has never been taken as seriously. Building on previous works (De Chernatony, Drury, & Segal-Horn, 2005; Hankinson, 2004), Chapleo (2010) argues that the challenge for higher education institutions is that while product branding theory has evolved and its techniques are well established, the application to services is less certain, particularly in areas of education (p. 170).

According to Doyle (2001) the creation of a successful brand requires three things: an effective product, a distinctive identity and added values. However, there continues to be no single accepted definition of what constitutes a brand, particularly with respect to higher education (Chapleo, 2009). Despite these criticisms, Bulotaite (2003) argues that university names continue to have the power to evoke associations, emotions, and images suggesting that one of the roles of the university and a marketing department is to build, manage, develop and leverage these impressions to their competitive advantage. The author believes that the purpose of developing a university brand is to communicate a "corporate identity" in order to promote attraction and loyalty to the organization (Bulotaite, 2003, p. 450). In contrast, Temple argues that branding in higher education is nothing more than reputation management or even public relations and is simply the result of good management (2006, p. 18). Similarly, Lang (2005, p. 29) reports that since the 1990's reputation has risen in importance over quality and believes branding has simply become "an institutional strategy for the purposes of attracting students and research funding".

An interesting study in the context of this current study, completed by Ali-Choudhury, Bennett and Savani (2009) set out to investigate the practical rather than the theoretical goals of university marketing departments in the UK by interviewing 25 university marketing director's views on university branding and the major components of a university brand they believed students take into account when evaluating institutions. The result of their study indicated that marketing directors in the UK felt students are looking for brands which communicate a university's educational identity (i.e. does the university pursue widening participation agenda and the degree of diversity of student body), the institutions' location, the employability of its graduates, its visual identity and its general 'ambience' (as being friendly/welcoming). Other important factors identified were reputation, sports and social facilities, and learning environment. Interestingly the authors argue that while competition among universities in the UK was supposed to create wider student choice and improved efficiency, in their opinion, the major consequence of competition has actually been the diversion of considerable amounts of universities' incomes towards marketing and brand management (Ali-Choudhury et al., 2009, p. 29). Naidoo argued similarly that "commodification of higher education reduces the rewards and sanctions from one based on academic prestige to competitive activities intended to generate income"(Naidoo, 2005, p. 32).

With respect to higher education it is generally accepted that many faculty members are critical and at odds with the concept of branding and its role in higher education since it requires acknowledgement of the marketization of higher education and a general drift away from a more traditional role of academic influence. Further, while marketing managers are largely in agreement on the power of branding, it has been argued that faculty members have a distinctly different perception of branding.

While marketing gurus assign to brands near-religious powers, academics and critics have largely ignored brands except to shake their heads in disgust. As poignant symbols marking out where capitalism meets consumerism, it is hardly surprising that brands often stand accused as the capitalists' weapon of choice to prey upon anxieties and concoct false desires. But the most common academic stance is simply to ignore brands as too crass and too popular to deserve serious inquiry (Holt, 2006, p. 300).

In the context of higher education, Huisman (2010) argues that discrepancies between image and identity creates tensions where there is an assumption that universities will try to strike a balance between what they actually are and sincerely want to promote

and what they are expected to be. The question being how far can you stretch the difference between image and identity? Further, he concludes that these tensions reveal several patterns: a preoccupation with age as a proxy for legitimacy, size which can be argued equally from both sides that large is good or small is good, an observation that universities tend to boast more than colleges, an observation that universities try to be multiversities and an observation that there is a general reluctance to emulate anyone. Kornberger (2010, p. 98) supports this confusion by relating that corporate identity is “only meaningful in relation to what it is not: in order to be meaningful, identity relies on it's other. Therein lies the identity paradox: to be something you need to keep one eye on what you are not”.

Interestingly, it has also been argued that the concepts of institutional image and reputation might be interpreted differently in higher education compared with other service organizations (Hemsley-Brown & Oplatka, 2006).

A company's high reputation, for instance is usually connected to high sales and high demand from customers. In contrast, a HE institutions' high reputation is often linked to minimal “sales”, i.e. the more prestigious the HE institution is, the fewer students it often accepts onto its educational programmes. In this sense, a HE institution that tries to increase its image through new facilities is considered to be less attractive than those to which many apply regardless of these tangible aspects of the institution. For example, an “old” university may continue to receive three or four times as many applications as there are places on programmes; thus many potential clients are rejected – but this only serves to improve the reputation and image of that university. In most service industries, however if customers were repeatedly unable to purchase the service, this would tend to reduce the reputation of that company unless prices were increased to control demand (Hemsley-Brown & Oplatka, 2006, p. 327).

Similarly, Waeraas and Solbakk (2009) conclude that a university may be too complex to be encapsulated by one brand or identity definition. They studied what happened at one university in Northern Norway as it struggled to define its essence. They found considerable difficulties in defining the university's overall identity because of diverging conceptions about central values and of the university's essential characteristics. They argued that “the complexity of the organization, its different units and not least the typical university tradition of granting a significant degree of freedom to faculty members, made the notion of consistency seem irrelevant, inappropriate, and - to some faculty members – insulting”(Waeraas & Solbakk, 2009, p. 458). While

organizational members are increasingly understood as prime opportunities to express the brand (Kornberger, 2010, p. 115), Waeraas and Solbakk (2009) felt faculty clearly identified more with their discipline and academic units rather than the university as a whole and were therefore resistant to a single university identity.

### 2.3.2 Faculty and Branding

Kornberger (2010, p. 128) provides an interesting narrative citing Charles Perrow (1961) relating the difficulty of promoting a single corporate brand as a result of the significant differentiation and fragmentation of organizations and in this case a hospital:

Perrow found that staff complained because resources were used for brand-building activities that would create the image of a 'good hospital- but good for whom? And 'good' by which standards? ...the service culture as promoted by management interfered with ethics of care as advocated by doctors and nurses. Second prestige for doctors meant recognition by colleagues and the profession via write-ups in journal and magazines. For the hospital administration, prestige was linked to mentions in the local newspapers and being part of a good community...Service culture indicated care, but as medical staff argued, in reality it took up resources and decreased the quality of care. Perrow's hospital can be described as a differentiated culture, or better, as a set of differentiated sub-cultures in which doctors' and administrators' values were incompatible and inconsistent.

Returning to higher education, Enders and Kaulisch (2006, p. 88) similarly report that the "commitment of the individual [academic] to the organization is low, while their commitment to the discipline and a sense for individual accomplishment is considered the key to their professional identity". They contend that marketization of higher education will lead to academic careers changing, such that they become 'unbounded' because of growing expectation on inter-sectorial co-operation and the international mobility of faculty members, the growing use of part-time and adjunct staff, the erosion of traditional concepts of tenure and experiments with alternative contracts"(2006, p. 93). On the flip side, they contend that academic careers are also becoming more 'bounded' due to "policies and practices that are moving from collegial models of governance to management models which are aligning the academics' activities more closely with the interests and needs of their organization, therefore strengthening the role of universities' internal labour markets for academic careers"(2006, p. 93).

In distinguishing the traditional separation between the roles and responsibilities of academics' and their institution, Henkel (2005, p. 156) states that for most of the 20<sup>th</sup>



century academics were considered members of interconnected communities, notably disciplines and higher education institutions, afforded them stable and legitimizing identities. She argues that marketization has led to challenges “first, to the power and importance of the discipline in academic beliefs and working practices and second, to academic autonomy, individual and collective, in the setting of agendas and the production of knowledge”. Adopting like reasoning to Enders and Kaulisch (2006) she suggests “[t]he department is now only one, and not necessarily the most secure or important, focus of academic activity and identification”(Henkel, 2005, p. 164). She argues that while academics value most strongly the importance of the discipline and their academic freedom they must remember that while the university is a community of scholars it is also a public service and often explicitly a business (Henkel, 2005, pp. 169-170). Therefore, she contends that despite the challenges to academic values, the strength of the disciplinary community membership remains, even if it is less coherently reinforced by universities. She supports this by arguing that it has been strongly defended by elite members and remains a powerful influence in reward systems and in the creation and maintenance of academic agendas. She feels it remains a strong source of academic identity in terms of what is important and what gives meaning and self-esteem. However, with respect to academic autonomy, Henkel is less optimistic and argues that the right of academics to determine their own agendas now must be set against competing rights. She now considers that academic autonomy has become something that must be managed through multiple modalities and relationships where boundaries have collapsed or become blurred (Henkel, 2005, p. 173).

As these roles become blurred, it is not surprising that communication takes on an increasingly important role in delineating a strong corporate identity while at the same time maintaining respect for the core values of academic community. Churchman and King (2009, p. 508) believe higher education institutions do this by “providing heroes and metaphors designed to mobilise staff and to reinforce the interest of the organization over those of other individuals and groups”, however, they caution us that these ‘authorised stories’ “do not always reflect the expectations, previous experiences and values of academic staff”, and by adopting them they are trading off values which are integral to their academic life. In citing Dollery, Murray, and Crase (2006) they agree and go further than Henkel (2005) suggesting this has altered the relationship between the institution and faculty such that faculty values such as ‘collegiality’, ‘freedom of thought’ and ‘the pursuit of truth’ have been replaced with ‘accountability’ and ‘efficiency’(Churchman & King, 2009, p. 509).

Despite the tensions between corporate and academic identity, there has never been more attention in higher education directed toward identifying a distinctive corporate identity and harnessing this through a comprehensive marketing and branding approach.

Similarly others have commented on the complexity of the university and the diverse academic body that makes up the university as significant barriers to achieving a single brand identity.

The lesson learned from the [Values and Identity] experiment is that universities may be too complex and fragmented to both understand and express as single identity organizations....As university members often identify more with their academic disciplines and units than with the university as a whole, the consequence of such a reduction of variety is , not surprisingly, resistance and conflict (Waeraas & Solbakk, 2009, p. 459).

Of particular note and why a more focused analysis on faculty's role in branding is paramount to a full analysis of institutional branding in higher education is the empirical research completed by Nguyen and LeBlanc (2001, p. 309) who argued that faculty members were critical factors that helped guide student's perceptions of the image and reputation of a higher education institution.

In that context, Naidoo, Beverland, et al. (2011) recently presented at a conference in Gottenberg Sweden with a focused study on two UK business Schools. Similar to Hatch and Schultz (2008), their study revealed:

faculty responses to the brand are shaped by both individual agency and organizational structure and culture [and] for those people in research-active academic roles there may well be a tension between their engagement with the brand in relation to different parts of their role (as research teacher, manager) and an interaction between different aspects of habitus (academic, scientific, etc.) leading to a misalignment between vision and organizational culture (Naidoo, Beverland, et al., 2011, p. 20).

What these studies have revealed is the diversity and complexity of the academy and the need for further study on the unique role faculty members play in the institutional branding of their university.

## 2.4 Conclusion

Drawing on the empirical works of the organizational, marketing and higher education literature, this review has provided an overview of the academic research and theoretical perspectives that might be useful in illuminating and explaining the phenomenon of interest: Branding in higher education and faculty perception of branding. It began by focusing on the branding literature particularly the evolution from product based marketing to services based marketing and the influence of organizational literature on the marketing literature. It then explored several theoretical models which described the relationship between the corporation (brand identity), the customer (brand image) and employees (organizational culture) and then turned inward to explore in more depth the literature on employee branding. Lastly this chapter explored branding in the context of higher education, and the role and influence faculty have in branding the university.

This literature review has laid the groundwork to exploring how faculty perceive branding in the context of their university and the role they play in branding their university. Throughout this thesis I will be drawing on Brodie (2009) and his Service Brand Framework particularly as it relates to employees (faculty in this case) and their role in both enabling and facilitating the brand promise communicated from senior management and also delivering that promise to external stakeholders. My analysis will also rely heavily on the work of Hatch and Schultz (2008) and their Vision, Culture and Image model of successful brands.

The research design is described in the following chapter.

## **Chapter 3 METHODOLOGY**

### **3.1 Introduction**

This study explores faculty perception of branding. The first objective of this research was to understand management's perspective of their brand identity at each of the three case study universities and to also ask what brand initiatives have they initiated at each of their respective universities to communicate that brand. The second and primary objective of this study was to then assess faculty's perception of their particular role in branding the university. What degree of importance do they assign to branding and marketing their institution, how successful do they perceive their university has been in projecting a strong brand identity and what role do they believe they as faculty members play in the success of conveying a strong brand identity? Because the goal of the research was to understand a relatively unstudied, complex phenomenon, a case based research strategy was utilized. This decision was consistent with the recommendations of Yin (2009, p. 2) and Baxter and Jack (2008, p. 545), who suggest a case study approach should be considered when (a) the focus of the study is to answer "how" and "why" questions; (b) you cannot manipulate the behaviour of those involved in the study; (c) you want to cover contextual conditions because you believe they are relevant to the phenomenon under study; or (d) the boundaries are not clear between the phenomenon and context.

### **3.2 Research Design**

#### **3.2.1 Philosophical Perspective**

The dissertation seeks to further the understanding of Faculty's perception of the role of branding at the university, using their own words. As a result the philosophical underpinnings for this study are from a social constructivist/interpretivist perspective. According to Creswell(2009):

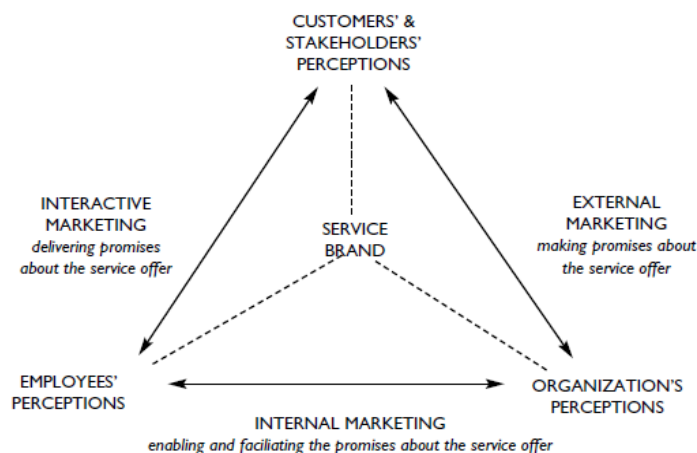
Social constructivists hold assumptions that individuals seek understanding of the world in which they live and work. Individuals develop subjective meanings of their experiences - meaning directed toward certain objects or things. These meanings are varied and multiple, leading the researcher to look for the complexity of view rather than narrowing meanings into a few categories or ideas. The goal of the research is to relay as much as possible on the participants views of the situation being studied (Creswell, 2009, p. 8).

The characteristics of social constructivist/interpretivist worldview are well aligned with qualitative research. The following section will outline the theoretical lens which will be used as a focus for the analysis and interpretation of the data collected for this study.

### 3.2.2 Theoretical lens

As identified in the literature review, this research will draw on the work of Brodie (2009) and his service brand model identified below, particularly as it relates to employees (faculty in this case) and their role in both enabling and facilitating the brand promise communicated from senior management and also delivering that promise to external stakeholders. It will also rely heavily on the work of Hatch and Schultz (2008) and their Vision, Culture and Image model of successful brands.

In other work, Brodie et al. (2009) tested his model from the customer perspective. Within the theoretical framework, the external marketing activities are associated with the 'making of promises'. Brodie et al. (2009) explain that this largely relates to the traditional external marketing communications organizations use. Further there are the communications that build awareness of the brand name and logo creating a distinctive image about the service offer. The interactive marketing activities are associated with 'delivering promises' which involves the interactions and experiences between the company the service providers (employees i.e. faculty) and the customers. If these experiences are positive and aligned with the 'making of promises' this leads to building customer trust (Brodie et al., 2009, pp. 346-347). This thesis will focus on employee perception of branding and their role in supporting the service brand.



**Figure 3.1: Types of marketing and their influence on the perceptions of the service brand**

**Source: Brodie et al. (2009, p. 346)**

### 3.3 Research Strategy – The Multi-Case Approach

This study utilised a case study approach but more specifically a multi-case study approach. Before I begin to address why a multi-case approach was selected I must first explain why a case study approach in general was selected.

#### 3.3.1 Why a Case Study Approach?

This approach was selected because in the context of studying faculty, the case study approach provides a more vivid and detailed description of the environment in which faculty live and work and provides a richness that other approaches are less likely to generate with respect to faculty's perception of brand management in higher education.

Eisenhardt and Graebner (2007, p. 25) report that building theory from case studies is a research strategy that involves using one or more cases to create theoretical constructs, propositions and/or midrange theory from case-based, empirical evidence. They state the central notion is to use cases as the basis from which to develop theory inductively. The theory is emergent in the sense that it is situated in and developed by recognizing patterns of relationships among constructs within and across cases and their underlying logical arguments.

However, many papers have cited problems with using case study research. Many researchers have argued that case studies typically lack rigor and are considered the bottom of the research hierarchy with the double blind quantitative study being typical of the pinnacle of research rigor. In a recent paper examining the rigor of case study research, Gibbert and Ruigrok (2010, p. 711) summarise some of the common opinions and arguments:

This lack of understanding as to what makes “high quality” or methodologically rigorous research (e.g., Easterby-Smith, Golden-Biddle & Lock, 2008; Gibbert, Ruigrok & Wicki, 2008) is unfortunate, because papers building theory from cases are frequently considered the “most interesting” (Bartunek, Rynes, & Ireland, 2006; Eisenhardt & Graebner, 2007) and are also among the most impactful papers in the academic community (Eisenhardt & Graebner, 1989). Furthermore, case studies have provided the management field with some of its most ground-breaking insights (e.g. Burgelman, 1983; Chandler, 1962; Penrose, 1960; Peters & Waterman, 1982; Pettigrew, 1973; Prahalad & Hamel, 1990).

Similarly, Gerring (2004, p. 341) in speaking of the political sciences reported the case study occupies a controversial position, in that many methodologists view the case study

with “extreme circumspection...[ and yet] at the same time, the discipline continues to produce a vast number of case studies, many of which have entered the pantheon of classic works”.

While, the case study approach is not without controversy within the scholarly community, there is a growing respect for its use in understanding complex phenomena. In a recent paper by Van Wynsberghe and Khan (2007, p. 85), the authors work to dispel some of these concerns regarding the social sciences with respect to the case study approach. They employed Flyvbjerg’s (2001) myths regarding the social sciences and concluded that they “provide a powerful argument for case studies and their contribution to generating practical and valued knowledge for society”(2007, p. 85). In speaking to health sciences research, Baxter and Jack (2008, p. 544) report that “there is often misunderstanding about what a case study is and how it, as a form of qualitative research, can inform professional practice or evidence-informed decision making in both clinical and policy realms. More generally Eisenhardt and Graebner (2007, p. 25) argue that “while laboratory experiments isolate the phenomena from their context, case studies emphasize the rich, real-world context in which the phenomena occur”.

Interestingly, while there is clearly some controversy over the use of case research this may partially be explained by the various definitions which exist regarding what constitute case research. Van Wynsberghe and Khan (2007, p. 81) note that there are over 25 different definitions of a case study, each with a different emphasis and direction of research. In support, Gerring states “even among its defenders there is confusion over the virtues and vices of this ambiguous research design”(2004, p. 341). He goes further to state “[a]s a result of this profusion of meanings, proponents and opponents of the case study marshal a wide range of arguments but do not seem any closer to agreement than when this debate was first broached several decades ago”(Gerring, 2004, p. 342). Adding to the existing definitions, Gerring proposes his own definition of a case study as “an intensive study of a single unit for the purpose of understanding larger class of (similar) units”(Gerring, 2004, p. 342). In the case of the proposed study the unit would be the University and the unit of analysis would be individual Faculty members at each University.

By combining the reasoning of Yin (2009, p. 2) and Baxter and Jack (2008, p. 545), a case study approach should be considered when (a) the focus of the study is to answer “how” and “why” questions; (b) you cannot manipulate the behaviour of those involved in the study; (c) you want to cover contextual conditions because you believe they are

relevant to the phenomenon under study; or (d) the boundaries are not clear between the phenomenon and context.

Using this as a guideline:

- a) The focus of the study is to answer how and why questions: The central question of this study is: How does Faculty perceive branding in the context of their university.
- b) You cannot manipulate the behaviour of those involved in the study: Faculty by nature are critical and unlikely to be susceptible to manipulation.
- c) You want to cover contextual conditions because you believe they are relevant to the phenomenon under study: In this study, context and characteristics of the university are used interchangeably. Context is important because the author feels that the particular context of the university may have an impact on faculty perception of branding at their own university. In this study, while paying attention to all relevant variables (including academic discipline, age, sex, years at the university), the cross case analysis will focus on whether or not the university is located in an urban or rural community and the age of the university.
- d) The boundaries are not clear between the phenomenon and context: There is uncertainty regarding whether all faculty have similar opinions or whether opinions are influenced by the context of the university (old/new; urban/rural) and/or by the academic discipline or faculty.

### 3.3.2 Why Multi-case?

Various case study approaches are summarized in Baxter and Jack's (2008, p. 547) paper and include the following types: Explanatory, Exploratory, Descriptive, Multiple case studies, Intrinsic, Instrumental and Collective. Based on this summary a multiple case study approach was adopted for this study because it allows the researcher to explore differences within and between cases (p. 548).

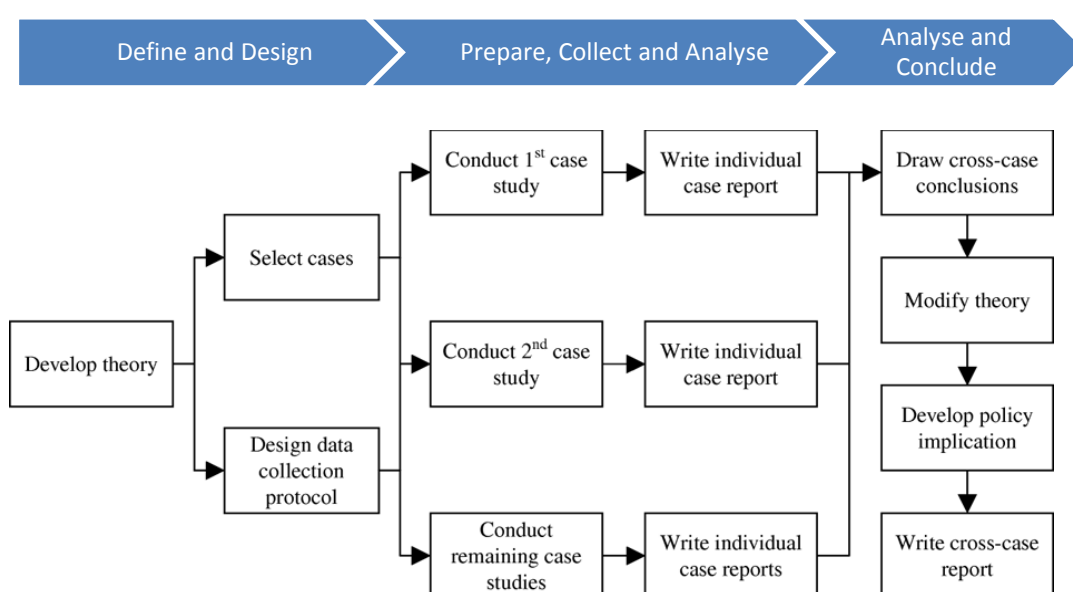
Yin (2009, pp. 59-61) explains "[w]hen you have the choice (and resources), multiple-case designs may be preferred over single-case designs... The analytical benefits from having two (or more) cases may be substantial" (Yin, 2009, p. 61). The goal is to replicate findings across cases. Alternatively, Yin (2009) posits that you may have deliberately selected your cases because they offer contrasting situations, and you were not seeking a direct replication. Yin (2009) states that in this design, if the subsequent findings support the hypothesized contrast, the results represent a strong



start toward theoretical replication, vastly strengthening the findings compared to those from single cases alone.

It is this author's opinion that there will be similarities between the three cases in the proposed study, but in selecting the cases this author will also look for distinct differences based on the age of the university and between the more rural/urban universities. The basis for this expectation is driven by the theory that urban universities are considered to be more attractive to young people than rural universities (Ali-Choudhury et al., 2009) and older universities with a well established reputation already have a strong brand image and are therefore less likely to require similar attention and focus to branding in order to attract students (Bulotaite, 2003).

Figure 3.2 outlines the main steps in the proposed research design:



**Figure 3.2: Case Study Method – a Multi-Case Study Approach**  
(adapted from Yin (2009, p. 57))

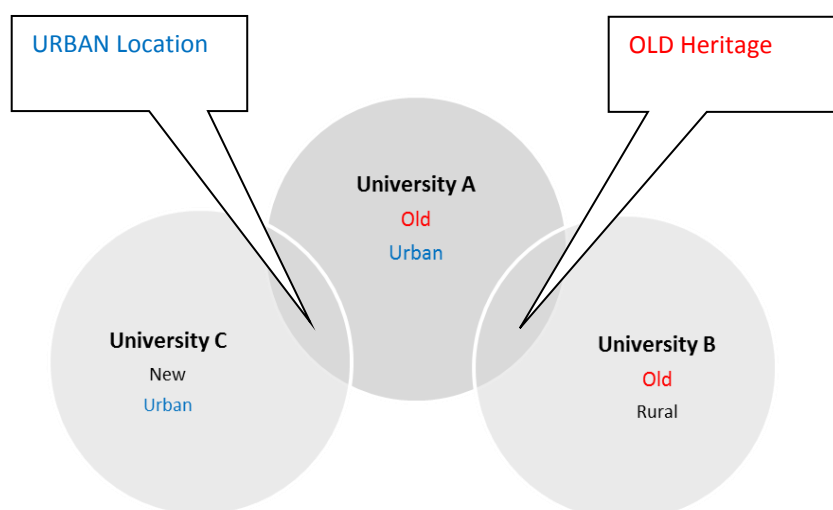
### 3.4 Data Collection

#### 3.4.1 Case selection

Case selection is considered to be one of the most difficult tasks of a researcher, since the role of the selected cases are to represent a population of cases that is often much larger than the cases themselves. Further there is often the concern of sample bias. Seawright and Gerring (2008, p. 295) report that most typically researchers have relied on pragmatic consideration such as time, money, expertise and access. However, they add that given the insufficiencies of randomization as well as the problems posed by a purely pragmatic selection of cases, the argument for some form of purposive case selection seems strong. They argue while it is true that purposive methods cannot

entirely overcome the inherent unreliability of generalizing from small-N samples, “they can nonetheless make an important contribution to the inferential process by enabling researchers to choose the most appropriate cases for a given research strategy”(Seawright & Gerring, 2008, p. 296).

According to Yin (2009, p. 54), each case must be selected carefully “so that it either (a) predicts similar results (a literal replication) or (b) predicts contrasting results but for anticipated reasons (a theoretical replication)”. The three case studies were selected based on their heritage (old versus new; where old is used as a proxy for status) and location (urban versus rural), with the goal to explore similarities and differences through a diversity of institutions with different attributes. The design allowed University A to be used as a starting point for addressing the central management problem: Faculty perception of branding. University B was selected as it was expected to demonstrate stronger internal marketing and stronger interactive marketing relationships because they are a newer university (attained university status post 1990) with less established brand recognition, and with University C expected to demonstrate stronger internal marketing and stronger interactive marketing relationships because they are located in a rural community which is considered less attractive to students than more urban locations (see figure 3.4).



**Figure 3.4: Case Selection Venn diagram**

### 3.4.2 Qualitative Data Collection Types

Multiple data types were collected and the following table (See Table 3.1) outlines the broad categories and their associated advantages and limitations.

Data Collection Type	Advantages	Limitations
<b>Interviews (Semi structured)</b>  a) Marketing Director (or similar alternative) – 3 interviews for context b) Faculty members (various department/faculties) - approximately 13 interviews planned	<ul style="list-style-type: none"> <li>• Captures interviewee's own perspective</li> <li>• Interviewees can provide historical information</li> <li>• Semi-structured were chosen because they provide a loose structure but allow for flexibility to gather as much richness and detail as possible</li> </ul>	<ul style="list-style-type: none"> <li>• Provides indirect information filtered through the views of participants</li> <li>• Researchers presence may bias responses</li> <li>• Not all people are equally articulate and perceptive</li> </ul>
<b>Documents – Public Documents</b> Ex. Web sites, Strategic plans, Campus newspapers etc.,	<ul style="list-style-type: none"> <li>• Captures University administration's strategic vision for University and how branding is currently being applied</li> <li>• Should be easily accessible</li> <li>• Represents data which are thoughtful in that participants have given attention to them</li> <li>• Can be accessed at a convenient time</li> </ul>	<ul style="list-style-type: none"> <li>• May be protected information and unavailable to public</li> <li>• Materials may be incomplete</li> <li>• May require some searching and may not be easy to find</li> <li>• Requires transcribing or optically scanning for computer entry</li> </ul>
<b>Observations and Audio-Visual Materials</b> Ex. Photos or Video's	<ul style="list-style-type: none"> <li>• Allows for direct observation of examples of branding on campus ex. Signage, Media Stories</li> <li>• May be an unobtrusive method of collecting data</li> </ul>	<ul style="list-style-type: none"> <li>• May be difficult to interpret</li> <li>• May not be subject to copyright</li> </ul>

**Table 3.1: Qualitative Data Types for Proposed Study**

### Interviews

I collected the data directly from the interviewees. The first interviews at each university studied were the Marketing Director interviews. These were engaged to gather specific information on the perception of branding by management at the university and to identify current branding projects. This is important in understand how “branding” and “brand” is conceptualised at each University and to ground the context for exploring faculty interviews at each university as the academic literature itself has struggled with a single definition for branding. As indicated in the literature review, according to Gabbott and Jevons (2009, p. 119) this “multiplicity of definitions and understandings of the meaning of ‘brand’ are a serious hindrance to theory development about branding”. However, they argue that there is “value” and “strength” in a diverse understanding of brand and “[a] multiplicity of definitions and understandings of ‘brand’ can only be inevitable in the rich, context-laden environments in which brands now operate”(Gabbott & Jevons, 2009, p. 121).

Further, these initial management interviews were included to provide context for comparing the intent of the brand to the reality of the brand (as perceived by faculty members). This context was described by some Manager's as their ability to create an emotional attachment to their university brand through a brand narrative which "help[s] the institution tell its story in a compelling way that drives engagement" [see University A – Manager C]. This is supported by Beverland (2009, p. 109) who argues that authentic brands must develop a powerful organizational memory that acts as a repository for their enduring brand story. As a result, three 30 minute management interviews were held at each university for a total of 9 management interviews.

The bulk of the interviews were completed at the Faculty level and consisted of approximately 13-15 interviews per university for a total of 42 interviews at which time it was felt that no significant new/novel information was forthcoming. This was well above the recommendations by McGivern (McGivern 2003 cited in Chapleo, 2010, p. 175), who suggests that sample sizes of between 20-30 are appropriate to understand interviewee's collective views on a topic. Semi-structured interviews were considered to be most suitable as complex and ambiguous issues can be penetrated providing a true illustration of the participants' true feelings on an issue (Chapleo, 2010, p. 175). This technique is reinforced by other branding studies such as Hankinson (2004). Lastly, it is important to note that while 30 minutes was allocated for the interviews, most faculty members graciously continued beyond the allotted 30 minutes so they could expand on their answers and raise issues they felt were relevant to the research.

The interview questions were developed based on two things: a review of the literature on branding, service branding and branding in the context of higher education and my initial understanding of the management problems specific to the university as an organization, primarily as it relates to faculty as the largest internal employee. My objective was to develop a set of interview questions that would be able to elicit comment on a wide range of the factors that the literature review had suggested might be relevant to the study, while also leaving room for respondents to raise the issues they thought were important. I tried to be open-minded, as was appropriate for an exploratory study, while systematically recognizing and drawing upon some insights already available in the literature. Exhibit I and Exhibit II in Appendix A contain the interview questions and protocol. The rationale for the faculty questions is included in Exhibit V (See Appendix A).

Where possible, for each of the three case study sites, interviewees were selected to get a cross section of the whole university with no single faculty or department over-

represented. I submitted this interview guide to the interviewees in advance. I used an informal style of questioning and was not attached to a specific phrasing of questions from one interview to another. When the interviews lead to aspects that demanded clarification or further elaboration, I asked questions that were not included in the guide. However, the guiding questions remained the same for all the interviewees and a similar wording was used from one interviewee to another.

With consent from the interviewee, all interviews were taped (see Appendix A - Exhibit VI). Of note is that one University requested a separate ethics review process and wished modifications to the informed consent which was subsequently used for interviews at that university (See Appendix A - Exhibit VII). This process resulted in an unanticipated delay of approximately 6 weeks while modifications to the informed consent were approved. Subsequently, all interviews were transcribed by a third party. I reviewed the transcription quality of each interview through the comparison of audio and typed records. The recording and subsequent transcription of the interviews allowed me to capture the interviewees' answers in their own terms. In addition, the transcription of the interviews facilitated the detailed analysis that I performed within this study.

If requested, a copy of the transcription was provided to the interviewee for validation. He/she had the right to add, delete or modify any part of the transcribed interview. Only one faculty member requested a copy of their interview transcript. This was provided but no modifications were deemed necessary.

### 3.5 Data Analysis

For this study, the main objective of the process of data analysis was to extract the meanings embedded in the perceptions of different faculty members about the role faculty plays in branding their university. The approach to data organization and analysis was to become familiar with each case individually (within-case analysis) by comparing the data against the theory presented in the literature review through the theoretical lens developed by Brodie et al. (2009), and Hatch and Schultz (2008) and then compare and contrast across cases in search of patterns (cross-case analysis).

Miles and Huberman (1994) define data analysis "as consisting of three concurrent flows of activity: (1) Data reduction, (2) Data display, and (3) Conclusion drawing/verification (p. 10).

### 3.5.1 Data Reduction

The purpose of data reduction was to reduce the data without any significant loss of information. In the early stages of the analysis I edited, segmented and summarized the data. In practice, this meant that I edited the transcripts, making them understandable while maintaining the original interviewee's intent and identified any substantive elements within each. In the middle stages I coded the data and added memos. By coding I mean I put tags, names or labels against pieces of the data. By memoing I wrote up ideas about the codes and their possible relationships (Miles & Huberman, 1994).

I searched for codes using the recommendations outlined by Creswell (2009, pp. 186-187):

- i. Codes on topics that readers would expect to find based on past literature and common sense
- ii. Codes that are surprising and that were not anticipated at the beginning of the study
- iii. Codes that are unusual and that are in and of themselves of conceptual interest to readers
- iv. Codes that address larger theoretical perspective in the research

While the analysis was inductive, I used NVivo 9/10 to analyse my data and potential nodes for analysis were drawn from the theoretical models identified earlier in the literature review, particularly the work of Hatch and Schultz (2008).

Regardless of what I expected, the process of coding and memoing, allowed me, on one hand to initiate the process of analysis and, on the other hand to gradually develop inference about data and construct categories, themes and clusters. In the later stages, I developed the concepts and for the cross case analysis, I searched for links in the data and themes using NVivo's queries tool.

### 3.5.2 Data Display

The purpose of data display was to take the reduced data and display it in an organized, compressed way so that conclusions could be more easily drawn. At all stages I organised, compressed and assembled information and when possible used charts, tables, diagrams, and similar resources for moving the analysis forward. This was particularly relevant for the Cross-Case Analysis. The Cross-Case analysis helped me generate a better understanding of faculty perception of branding by looking at the similarities and differences between each case through both institutional

attributes (heritage and location) as well as faculty attributes (discipline, rank and gender).

### 3.5.3 Drawing and verifying conclusions

The purpose of this stage was to determine what all this data means. Data reduction and display assisted me in drawing conclusions. At this stage I noted regularities and patterns (similarities/differences) in the data and explored possible explanations, causal flow and, implications for management.

### 3.6 Discussion of Reliability and Validity

Concerns regarding the trustworthiness of qualitative research drew from the natural and experimental sciences and thus, reliability, validity, objectivity and generalizability were considered the criteria against which the soundness of qualitative study was judged (Marshall & Rossman, 2011, p. 39). However, according to Creswell (2009, p. 190), validity does not carry the same connotations in qualitative research as it does in quantitative research. Qualitative validity means that the researcher checks for the accuracy of the findings by employing certain procedures while qualitative reliability indicates that the researchers' approach is consistent across different researchers and different projects.

Gibbert and Ruigrok (2010), provide strategies to improve the rigour of case study research. They suggest that good case study research emphasizes internal and construct validity first and external validity/generalizability and reliability comes second. They base this argument on the evidence found regarding case studies published in high ranking general management journals in the United States and Europe and state "authors addressing rigor extensively carefully prioritize the more fundamental types of rigor (internal and construct validity) over others (generalizability, in particular, as well as reliability)"(Gibbert & Ruigrok, 2010, p. 712).

The preceding discussion of research design, data collection and data analysis outlines the many attempts made to ensure the study's accuracy, generalizability and replicability, without flagging them as such. Table 3.2 summarizes the standards or tests used based on Creswell (2009) and Yin(2009) as a guideline.

Tests	How to Build into a Case Study	This Research
<b>CONSTRUCT VALIDITY</b>  <i>Does study investigate what it claims to study?</i>	Use multiple sources of data to achieve Triangulation	Will use interviews, documentation (ex. Strategic plans, internal documents and campus newspapers) and visual (photo's or videos) materials documenting current branding practices
	Establish a chain of evidence	The path taken is discussed under data collection and NVivo9 software will be used to organize data Augmenting this chain of evidence are: <ul style="list-style-type: none"> <li>• Interview protocols (Exhibit I and Exhibit II)</li> <li>• Transcripts of Interviews will be maintained in NVivo9</li> <li>• Coding Diaries will be maintained in NVivo9</li> <li>• Memo Diaries will be maintained in NVivo9</li> </ul>
	Have Key Informants review draft case study report	Interview participants will have option to edit transcripts and university senior administration will have opportunity to review findings
<b>INTERNAL VALIDITY</b> <i>Presence of a Causal Relationship between variables and results.</i>	Try to falsify hunches	Will present negative or discrepant information that runs counter to the themes. Because real life is composed of different perspectives that do not always coalesce, discussing contrary information adds to the credibility of an account.
<b>EXTERNAL VALIDITY</b> <i>Is theory generalizable?</i>	Use replication logic in multiple case studies Clear rationale for case study selection	University A was the starting case, University B and University C were chosen to provide theoretical replication
<b>RELIABILITY</b> <i>The absence of random error and the degree of consistency</i>	Use case study protocol	Shown in Exhibit I and Exhibit II
	Develop case study data base	Will be done in NVivo9 and will be comprised of <ul style="list-style-type: none"> <li>• Interview transcripts</li> <li>• Case study documents</li> <li>• Photos and Videos</li> <li>• Summary sheets</li> </ul>
	Chain of Evidence	See Above

**Table 3.2: Measures for Checking Validity and Reliability**

### 3.7 Changes Made for Release Purposes

For release purposes some minor changes were made to this thesis. To respect confidentiality all university descriptors were removed from this thesis. This included the removal of university strategic plans, links to strategic plans and online promotional videos. Pictures that were included had the university identifiers removed or were removed altogether. The summary of faculty characteristics in Appendix B was also altered to maintain confidentiality of the faculty members. In addition all applicable references which included university names were removed and replaced by generic names (University A; University B; University C).



## **Chapter 4 BRANDING HIGHER EDUCATION IN ONTARIO**

In this chapter I will begin by presenting the national and provincial context in relation to pressures for branding in Ontario and draw on comparisons with international practice where applicable.

Like many industrialized countries, Canada and the Province of Ontario are experiencing similar economic pressures which have resulted in the increasing marketization of higher education and a rising attention and status given to branding practices at universities. However, before I explore branding in the context of Ontario, I will briefly outline how the higher education system is structured and governed in Canada and the Province of Ontario and also highlight recent policy developments.

### **4.1 Higher Education Governance and Policy in Ontario**

Canada is a federal state comprising 10 provinces and three territories. The Canadian constitution assigns responsibility for education to the province's, and as a result higher education policy is decentralised and under the control of each province or territory (Jones, 2009, p. 372). There are both private and public institutions within Canadian Higher Education, though the vast majority of students attend institutions that are considered 'public' in that these institutions receive Government operating grants. Private (non-Government-funded) institutions include religious colleges that offer degrees in theology, for-profit career colleges and a small number of universities.

In order to understand the rise of branding in higher education in Ontario it is noteworthy to appreciate some key policy initiatives. In February of 2005 the Honourable Bob Rae released his report "Ontario, A Leader in Learning" (Rae, 2005). The report was commissioned by Ontario premier Dalton McGuinty to review the design and funding of post-secondary education in the province of Ontario in five key areas: accessibility, quality, system design, funding, and accountability. Rae stated that government needs to create a stronger sense of purpose regarding higher education by establishing a "mission for Ontario as a leader in learning: great education, improved opportunities for more people to attend and a secure future for higher education" (Rae, 2005, p. 9). Rae also made a strong argument that his recommendations to achieve this mission statement required a financial commitment by government at both the provincial and federal levels.

As a result of the Rae report, the Ontario government committed to increase funding for the pursuit of higher education as a means to ensure students have the opportunity to reach their full potential, and to make Ontario more competitive in a knowledge-based

economy. It is now eight years later and Usher and Dunn (2009) predicted that under current economic conditions, as the government struggles to balance its budget, these funds are unlikely to be provided in the near future.

#### 4.2 The Nature of Competition for Higher Education in Ontario

Recent evidence has supported the expectations set out by Usher and Dunn (2009) forcing institutions to control costs, become more efficient and to compete for additional funding opportunities. Shanahan (2009) emphasizes that universities in Ontario have evolved in response and are now accountable to an increasing range of stakeholders including the general public, students, their parents, government, sponsors and donors, and to academic governing bodies and senates as well as the collegiums. As Shanahan (2009) reports, universities are accountable for the administration of their finances, to keep accurate and complete financial records and to use funds received in accordance with the terms under which they were given.

Further, these changes have influenced the nature of the university and structure of higher education in Ontario. As indicated by Metcalfe (2010, p. 509), Canada has “decreased its proportional share of local public (provincial) funding on higher education, and has increased reliance upon private sources of income, namely through tuition, the sales of goods and services, and industrial partnerships”. In commenting specifically to Ontario and labour market forces, Fisher, Rubenson, Jones, and Shanahan (2009, p. 560) add that, “[t]he change in funding mechanisms toward tied and matched private sector funding has moved the system towards the market and has placed a greater emphasis on vocational training as a means of meeting labour market demands”.

But marketization of higher education is most certainly not solely a Canadian phenomenon. Several authors have highlighted the competitive nature of higher education as the world experiences an increasing influence of US marketization in higher education (Ali-Choudhury et al., 2009; Dill, 2003; Jongbloed, 2003; Naidoo, 2005, 2008; Rhoades & Slaughter, 2004). As Dill reports, colleges and universities across the globe are now competing for students, research support, faculty members and financial contribution (Dill, 2003). Jongbloed (2003) argues similarly that there is not a single market for higher education but multiple markets such as a market for students, a market for research staff, a market for lecturers, a market for research grants and scholarships et cetera. The underlying rationale for an open or more marketized system of higher education is that as the number of providers grows, the competition increases and “more competition leads to more efficiency, higher quality,

more innovation, more differentiation and more choice for consumers”(DeBoer, Enders, & Jongbloed, 2009, pg 68). Similarly, the Ontario government claims that private universities will increase choice for students, enhance competition between publicly funded universities and improve accessibility. As a result, the Ontario government has been lobbied extensively to allow private for-profit universities such as the University of Phoenix, Lansbridge University and the British IMC University to offer degree programs in Ontario (Fisher et al., 2009, p. 558).

However with this transition to a more marketized higher education comes reason for caution. Naidoo (2008, p. 47) warns us to be wary of the consequences of governance reactions to increasing pressure for marketization of higher education since “previous integrated relationships between academics and students are likely to become dis-aggregated with each party invested with distinct, if not opposing, interests”. Her concern being that this asymmetry may unintentionally deter innovation, promote passive learning and standardization, and further entrench academic privilege to prestigious institutions that can resist marketization; the exact opposite of what marketization and competition is celebrated to promote. Her concerns are echoed by others speaking to the Canadian context and the group of 13 research universities:

...[w]hile successive federal governments fully intended to favour the natural, applied and health sciences with the increases in [Research and Development], an unintended consequence has been the emergence of this new, strata of ‘national’ research intensive universities and increased differentiation across regions and between different types of university. The ‘group of 10’ (now 13) universities quickly took on the new identity as they enthusiastically competed for the R&D dollars. In this way, Canadian universities have themselves become part of a quasi-market (Fisher et al., 2009, p. 565).

Metcalf (2010, p. 509) argues that “nationally and in particular provinces, Canada has moved from a system of block public subsidy that was described by Slaughter and Leslie to a system where public funds are used to strategically position Canadian institutions (particularly research universities) on the path toward increased revenue generation”.

As highlighted by Metcalfe (2010), these developments have been met with resistance by some Canadian faculty concerned with academic autonomy (Polster, 2003), but also embraced by some who see technology transfer and commercialization as a core value and responsibility of universities (Pries & Guild, 2007). Metcalf goes on to recommend future research should be undertaken to explore the tensions between faculty on either

side of the commercialization debate to better understand the affect of academic capitalism on the Canadian academic profession (Pg. 510).

In the book *Academic Callings*, several authors comment on the changes which have occurred at universities in Canada over the years. The following quote illustrates some of the challenges and consequences that academics are experiencing in Canadian universities.

That is not to say that university administrations haven't shifted their approaches to fit with the ways governments allocate funds. They have adopted more competitive styles in going after grant money, for example and they direct a lot of their resources toward promoting their own institution as the best bet for government and corporate investments. Universities are involved more in competing with each other to get funding and less involved in collaboration with each other to preserve the ideals of the university. They believe they have to do this in order to survive, This is the corporate approach and I don't think it's good (Bakan & Newson, 2010, p. 199).

In a previous paper, Pringle and Huisman (2011) recognized the criticisms of marketization, but in the current economic climate felt it was important for higher education institutions in Ontario to find a competitive brand strategy focused on differentiation or cost leadership. As Duczmal (2006, p. 138) reminds us, a "loss of competitiveness may lead to loss of prestige, reputation, market share and, in the case of private organizations, even bankruptcy. In contrast, having a competitive advantage over other (competing) organizations brings with it sufficient student enrolments, in turn generating state funding and tuition fee income, which is necessary for further development". With a rising competitive landscape, the need to define and distinguish one higher education institution from its peers through powerful brand messaging becomes increasingly paramount to institutional survival and future growth. As a result, there has been growing attention directed to a university's *raison d'être* and communicating that message through a powerful brand identity has never been more important.

It is important to also understand from a Canadian context that branding is not simply about reputation building but is more broadly about "the embodiment of values and images linked to market and corporate imagery and popular culture" and which is implemented at universities which were "historically protected from the direct impact of market forces"(Naidoo & Pringle, 2014).

In the next section I explore the limited literature on branding in the context of higher education in Ontario as institutions in the province feel compelled to respond to the pressures identified above.

#### 4.3 Branding at Ontario Universities

Attention to branding activities as a means to generate income has been growing in practice in Ontario and Canada but very little has been written on branding in the context of Ontario Universities.

In one small case study, Mun (2008) describes the complexity and challenges inherent to establishing a brand presence for a Continuing Education division at a large multiversity in Ontario where the brand image is well established and distinctly different than the CE division. Of particular interest in the context of this thesis, is her mention of brand awareness which was limited not only externally but more importantly, internally amongst faculty and administration at the university.

Despite being a division within one of Canada's best known and most prestigious universities, the School of Continuing Studies was relatively unknown to the wider community. More importantly, its mission as a nondegree, open-enrollment education provider was unknown. This was the case with consumers and, in significant measure, among individuals internal to the university....Additionally, [University A] possessed (and continues to possess) high brand equity related to its degree programs. Contributing to its high brand equity is the selectiveness of its degree student admissions. This also functions as a psychological barrier to prospective students, who may assume that this barrier to entry also applies to the school of Continuing studies registration (Mun, 2008, pp. 201-202).

In another Ontario based study, Heslop and Nadeau (2010, p. 112) explore branding in the context of MBA programs in a large city in Canada. The study is relevant to this thesis in that it confirms the competitive environment for higher education in Ontario and the need for institutional brand positioning and differentiation. The authors concluded that in the context of the two MBA programs studied in a large urban centre in Ontario, brand differentiation is essential to successful brand positioning by providing "unique value that sets the brand apart from others on some distinctive and highly valued outcome".

Both Schools H and N have strong but distinctively different brand images for the MBA programs. MBA applicants appear to have absorbed and can reflect

back the clearly different views of the two MBA programs that are aligned with their positioning strategies (Heslop & Nadeau, 2010, p. 113).

While higher education in Canada is a provincial responsibility, in speaking to the national context, Kizilbash (2011) argues that branding higher education in Canada is increasingly popular as a means of attracting international students to improve international rankings as well as generate additional funding.

With the potential to profit from such huge figures and taking into account the aforementioned culture of competition that has come to permeate higher education governments – those that have not earlier jumped on the bandwagon, or in fact led the way – are scrambling to set up their recruitment efforts, Canada being no exception (Kizilbash, 2011, p. 2).

Kizilbash (2011) claims that Canada's lack of a federal ministry with responsibility for higher education has been problematic for the branding of Canadian Higher Education on the international stage, as this is considered a provincial responsibility. The paper goes on to argue for creating a national brand as a "sensible and necessary action on the part of the federal and provincial/territorial governments, ...[however cautions that] International students must not be depended on to make up for budget shortfalls" (p. 7).

#### 4.4 Summary

In summary, this chapter began by outlining the current structure and policy context for higher education in Ontario and then proceeded to explore how universities in Ontario were adapting to the policy changes in higher education. The chapter concluded by discussing the few case studies specific to branding activities at Ontario Universities and the national interest in branding Canadian higher education as a means to attract international students.

In the next three chapters I explore my central research question, faculty perception of branding at three case study universities located in Ontario Canada.

## Chapter 5 UNIVERSITY A

### 5.1 Background

University A is a public research university located in a large metropolitan city with a population of approximately 2.6 million people.

University A was founded in 1827 and is considered a large urban campus with approximately 73,000 students, occupying three distinct campuses, consisting of one downtown campus and two satellite campuses. The majority of students are enrolled in the downtown campus (~52,000) while the two satellite campuses enroll approximately 21,000 students.

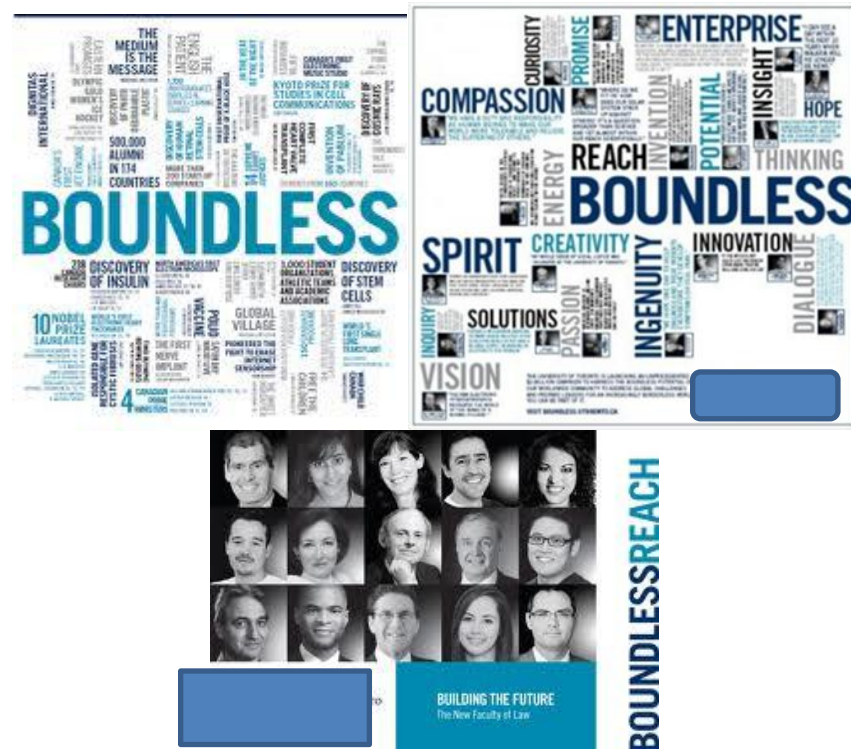
Approximately 55,000 are undergraduate degree-seeking students while approximately 14,000 are graduate degree-seeking students. The remaining students (~4,500) are made up of certificate, resident and post-graduate medical students. The majority of international students (~5,000) are undergraduate students followed by approximately 1,500 graduate and 300 certificate or diploma students.

There are approximately 10,000 administrative staff and approximately 6,000 FTE faculty members offering over 600 undergraduate programs, 168 graduate and 42 professional programs. The operating budget of University A is \$1.4 billion.

### 5.2 Marketing and Branding Strategy

On November 20, 2011, a large fundraising and marketing campaign was launched by University A under the tagline “Boundless”. The goal of the campaign is to raise \$2 billion over 5 years and is the largest fundraising campaign in the history of Canada. According to a recent press release, the new campaign differs from previous campaigns in that in the past, the university would focus on demonstrating its regional and national leadership whereas “Boundless” is focused on communicating its global position and ability to compete not only in Canada and North America but also worldwide (Horn, 2011).

As part of the campaign just under 1,000 posters as well as print ads in the Globe and Mail, Toronto Star, Toronto Life, Canadian Business and PROFIT magazine, banner ads on various websites including the New York Times and Bloomberg and signage have been placed in the first phase of the “Boundless” campaign (Horn, 2011). For examples please see Figure 5.1. In addition to the various print advertisements, a YouTube Video was also released at the same time.



**Figure 5.1: Examples of Print Ads for “Boundless Campaign” November 2011**

According to the communication executive director at University A, two broad themes were identified as the focus for the campaign: addressing the world’s most complex challenges and to prepare students to be “global citizens”. Interestingly, she reported that the message also needed to resonate with several key stakeholders including not only donors and alumni but also faculty, staff and students (Horn, 2011; Powell, 2011). In contrast, of note is a public statement from University A’s marketing manager, who reported there was a great deal of attention to social media and placement of advertisements in front of potential students but virtually no attention has been given to their internal stakeholders such as faculty and administration (Smith, 2011)

The ads have been introduced in the marketplace, but it’s unlikely faculty and staff will ever see them. They are targeted to prospective students and pop up on websites frequented by viewers in the designated demographic groups when they are online.

Over the Fall of 2011, prior to the launch of the ‘Boundless’ campaign, three contextual interviews were conducted with management at University A to get a general feel for branding activities as perceived by management at University A. Those interviewed included the Executive Director of Corporate and Foundation Relations, the Senior Executive Director, Advancement, Communications and Marketing, and the Marketing



Director for the School of Continuing Studies. In the next section I examine the themes identified from these contextual interviews.

### 5.3 Contextual Management Interviews

Over the Fall of 2011, three contextual interviews were completed with senior administrators at University A who are directly involved with brand management. From these interview the following themes were identified which provided context for the faculty interviews

#### 5.3.1 Brand Purpose

As indicated earlier, how “branding” and “brand” is conceptualised at University A is an important concept to grasp since the academic literature itself has struggled with a single definition for branding. According to Gabbott and Jevons (2009, p. 119) this “multiplicity of definitions and understandings of the meaning of ‘brand’ are a serious hindrance to theory development about branding”. However, they argue that there is “value” and “strength” in a diverse understanding of brand and “[a] multiplicity of definitions and understandings of ‘brand’ can only be inevitable in the rich, context-laden environments in which brands now operate”(Gabbott & Jevons, 2009, p. 121). Therefore, it is important to fully understand the context in order to appreciate what “branding” means. So in the context of University A’s unique “values” and “strengths”, Manager C began our interview by defining their perception and conceptualization of University A’s ‘brand’ by reminiscing about her initial hiring interview.

I had to actually present in front of a panel of 10 people before I got the job and the 10 people included a cross-section of different university administrators and faculty and I said very openly that [University A] obviously is one of the highest ranked institutions in the world and is certainly held in very high regard and is known for its research excellence and its excellence in teaching and body of student life, but I basically said that I think [University A’s] brand first of all is unclear, so what is the story, I don’t know, I didn’t know.

This concept of story-telling came up repeatedly during this interview and figured prominently in Manager C’s perception of how to successfully brand University A. According to Manager C, the purpose of a branding strategy was to “help the institution tell its story in a compelling way that drives engagement”. They elaborated on this point and suggested the goal of the strategy was about “investments in growth and innovation”, “pursuit of excellence” and specifically “philanthropy” and “fundraising” which “drives the engine of the future of the institution”. However, Manager C explained that typically universities and higher education institutions often neglect the

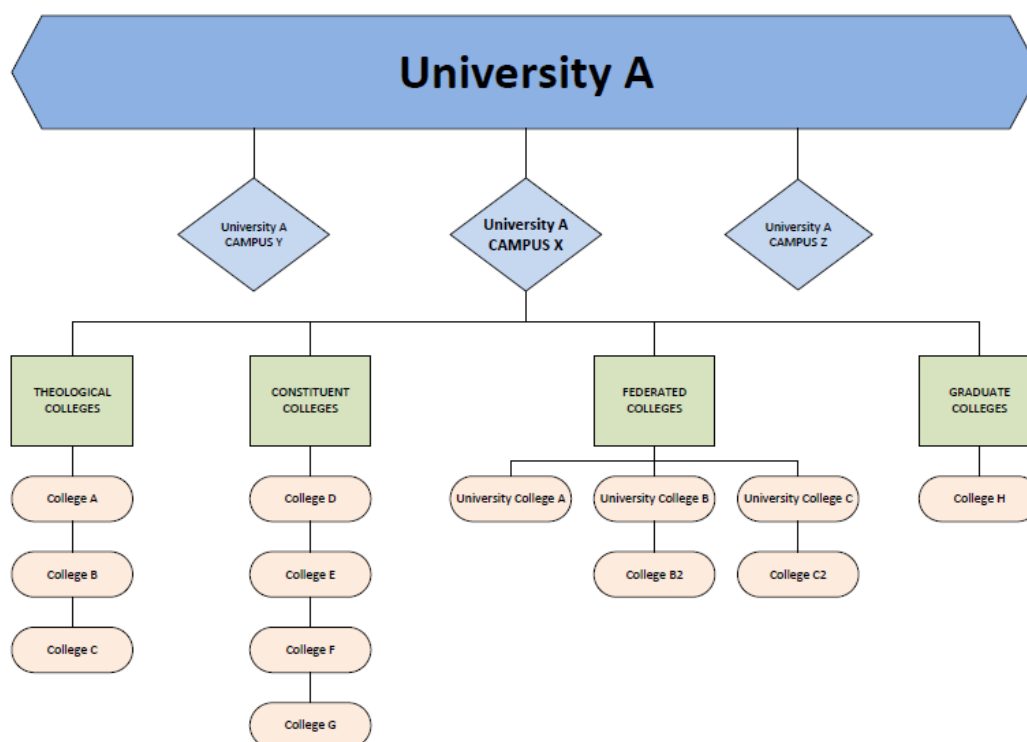
“emotional piece”, a piece that story-telling can provide: to connect “practical information” and “factoids” with the broader picture which “engages with the community”. Manager C felt that storytelling “creates a brand that resonates in the hearts and minds of people today” and feels the “story-telling piece is critical” to the success of a branding strategy.

Manager A also reflected on the purpose of a strong brand and particularly those components which resonated with their particular job description including philanthropy and fundraising:

My goal is to generate support for the University, monetary support to the University and to develop complex relationships. By complex relationships, we mean relationships that will support various parts of the University in an orchestrated way.

### 5.3.2 Brand Structure

Given the complexity of University A (please see Figure 5.2), it is important to understand the impact this complexity has on the “brand” and “branding” University A.



**Figure 5.2: Organizational Structure of University A**

In this context, Manager A spoke to the more practical aspects of their role and position within the central administration of the University and referenced the very complex relationships that University A has with its Federated Colleges and Universities in

addition to the various graduate schools which have their own budgets, marketing and fundraising campaigns:

...sometimes it has to do with the funding of the signage. So as you walk by the [XXX School of Management] on St. George, you'll notice that there's a grey sign out front – it has the University crest on it that says [XXX School of Management] and the University paid for those signs. On the side of the building, however, banners are in the [XXX] font that just says [XXX School of Management] and they pay for that. When you go into the bookstore which is right next door, you will find clothing that says [XXX]. It has no mention of University A; it just says [XXX]. They get the proceeds from the sale of those products. Next to that, there will be products saying University A with the right crest and the proceeds come back to the University proper.

Adding to the challenge of a single “brand” identity which encompasses the entire University A, was Manager B, who spoke of the School of Continuing Studies and reported that although some form of continuing studies has always been a part of the University A they are often lost in the complexity of the Institution. Similar to the Federated Colleges and Universities, The School of Continuing Studies also has its own budget and branding campaign. Speaking to that distinction, Manager B reported that prior to coming on board at the School of Continuing Studies, “...there were staff members who didn't know the continuing studies school existed [although] continuing education at [University A] has been around since the 1800's since the school was founded”. For context it is important to note that the School of Continuing Studies does not offer degree programs but certificates which are not transferrable to degree programs. This is particularly important from a branding perspective because the perception of University A is prestigious and academically highly competitive; however, this is not true for the School of Continuing Studies which is open to all who wish to obtain further training without the need for degree level credits and has led to some brand confusion.

...we actually don't have degree programs. We have certificates but they're continuing study certificates so we don't have permanent faculty, we don't do research; we don't have degree generating programs... With Continuing Studies, we are open enrolment. So the challenge is that people think of us as [University A] and the associations of being difficult to get into and the association of oh, you have to be so smart, of these quality barriers, oh my

God, they might turn me down. We need to breach that, showing that we are accessible, we are open, we are responsive.

Further in speaking to funding in comparison to the central university proper, Manager B reported:

We get zero; we get neither government funding nor university funding. So we don't get any money from central university at all.... If we don't have people come in the door, then we don't have jobs.

### 5.3.3 Brand Identity

For all the reasons identified above, Manager B argued that the School of Continuing studies was distinctly different from the central university with a unique brand identity of its own which was evident first in its more modern visual identity, which uses a sans serif font as opposed to the more traditional serif font of University A.

In speaking to the central university, Manager A describes University A's brand identity as something larger and less flexible with high academic expectations and a "no nonsense attitude".

So the brand of the institution, I think, is the brand of the big ship that is not agile.... We are a big blue conservative institution with liberal values but headed toward something... there is the reality that you're going to Canada's largest university and I've heard students and this is somewhat classist but you hear the students who are coming here and who are genuinely surprised because they were in the top of their class in high school in Woodstock and they've arrived here and they look around and they're shocked that they're probably going to have to fight to get a C and if they do, that means they are not going to parties every night and so certainly that's part of the brand, it's no-nonsense.

During my interview with Manager C the complexity of the University with its three campuses and the School of Continuing Studies were discussed and the challenges this presents when trying to present a single brand identity for the whole University A. I asked how they were going to reconcile this sort of fragmented structure under one brand identity under this new campaign.

we have our [X] campus, our [Y] campus and our [Z] campus to consider and then all of the 22 divisions within and we actually went through a process by which we built the creative concept which was a very collaborative one and it sought to ensure that all stakeholders within could see themselves within the

concept... even though this is an overall campaign, university message, we are embarking on working with each of the divisions, each of the faculties to find a way to build the essence of the idea and in fact the word, the look and the feel and marry that with their individual efforts so that an external viewer will start to see one message sent through the University.

#### 5.3.4 Faculty and Branding

Lastly it was interesting to get the perspective of each regarding the role faculty plays in brand management at University A.

Manager B reported that since the School of Continuing Studies relies heavily on adjunct and part-time instructors rather than full time faculty they are more connected with the business community and by extension are also more connected with the importance or purpose of a strong brand identity. Manager B reiterated the lack of awareness for the School of Continuing Studies and stated that because the School of Continuing Studies had a general awareness problem their advertising needs and strategy for faculty involvement was different than the needs and strategy of the central University which does not suffer from an awareness problem.

We've done general awareness advertising...we had to get people to know we actually existed. [University A] obviously as an overall institution does not face that problem. So, you know, unless people are actually in that area of study or are actually interested in it, they may not even notice.

Manager C in speaking to the central University, did identify "faculty skepticism" towards branding and marketing in general and stated "there's a natural skepticism that I would say runs deep; an understandable skepticism, an uneasiness as it relates to faculty and branding and marketing". At the same time Manager C felt this wasn't a uniform response and in was in fact divided and therefore difficult to generalize over the entire faculty.

I think depending on the faculty and depending on the person's seniority, person's tenure, and that person's general areas of expertise, you would find faculty who are very savvy in the area of communications and marketing and who want to have a say and who do have a say and on the other end of the spectrum, you will have a faculty who want nothing to do with it, don't understand it, inherently skeptical and so I don't think I could make a statement that would accurately represent everybody.

Manager C in identifying the fractured response to branding by faculty also articulated how the unique training and particular mindset required of academics is a challenge in trying to create a unifying brand identity, an identity which all faculty can rally around, regardless of age or academic training.

I've been hearing within Faculty, there is a, first of all, a generational difference, so I find that the older generations, their skepticism level is greater. In the younger generation of Faculty, there is a better understanding towards the need of good story-telling and the relationship between branding or you could call it story-telling, really that's all it is, is that some of the younger faculty and let's say some of the older as well who are more open to this, recognize that it's a way to attract faculty staff and students and that it's critical. And I would also say that faculty are inherently trained to look for holes and to deconstruct ideas and so it's interesting from my background perspective, I have never seen a tougher client, if you will.

While these contextual interviews were done prior to the launch of the most recent campaign and therefore a great deal of secrecy still surrounded the "Boundless" campaign, in speaking about consultations prior to the recent campaign launch, Manager C reported that faculty was engaged and that this was done with the hope and expectation that they would be a champion for the cause and in fact shared that during this discussion some faculty would ask how they could help engage with the campaign.

there's no better way to get a champion behind something than to involve them from the very beginning so we made sure that we had a working committee that was involved from the very early days of developing the creative idea, that we had representation and that we really listened to the voices around the table...[faculty would ask for] a paragraph that talks about the campaign and help me, and give me the style guide for the usage of the tag line and the font and all of that so that we can start to ensure that our elements are starting to feed into it, and connect with the broader picture.

Manager A also expressed the complex relationship between faculty and the University regarding their unique position and unique research interests which often precede their perceived role in branding the University:

I think there is a sense of tension between the individual researcher and their obligations to the institution proper vis a vis the brand... So certainly, you will

find from time to time researchers who are interviewed on television and the by-line underneath them says Joe Smith, Chair of Nanotechnology, Joseph Brown Centre and yes, it's the Joseph Brown Centre but it's downtown in the Faculty of Applied Sciences, [University A]. It's not an aggressive position that they've taken, but their brand is with the Centre if you will, the research centre or the division or the department and as it percolates up, I think each level of percolation represents another level of administration. So if I'm a researcher and I have to be cognizant that within my little unit, we are the department of X, if we're actually part of the Faculty of B, then I've got to mention Department of X, Faculty of B. [University A] – oh my goodness gracious, why do I have to be worried about the [University A] because my thing is about my thing, it isn't about the [University A] so I think that there's a challenge, it's a big challenge...there are allegiances with their department, their faculty and then the university.

However, Manager A was also able to identify where this type of relationship worked well for both the personal brand of the researcher and also the University brand proper because the researcher was uniquely aware of and proud of their relationship and affiliation with the University:

[Famous name] ... he is a good example...he can contextualize the brand of the University within his interviews so I think and I'm sure there are many others who do this, but because he is omnipresent, he is a great example. I think he is quite cognizant of the fact that he is talking about the work that he is doing at the Institute...at [University A]...I think he's a brand ambassador in that way. So certainly, there are people who understand the value of the institution and I think that it's a reciprocal thing because I think that he also recognizes that his association with the institution is a two-way street. He is praising the institution, and the institution praises him.

With the contextual interviews completed a series of faculty interviews at University A began to explore the relationship faculty have with branding at University A.

#### 5.4 Faculty Interviews

Over the course of the next several months (February 23, 2012 to June 15, 2012) 13 faculty interviews were conducted at University A. Faculty were selected across the University (downtown campus only) from the Business Faculty, Engineering Faculty, Health Sciences Faculties and the Social Sciences and Humanities. Within each grouping faculty were selected at the full professor level, associate professor level and

assistant professor level. One part-time instructor from continuing education was also selected. A complete list of the characteristics of all the faculty members interviewed for this dissertation is included in Appendix B.

The interviews were taped and transcribed and then coded using a grounded theory approach informed by the literature. The coding was initially done manually and then input into NVivo software for further review, and modifications to the coding. After multiple runs through the coding, no changes were deemed necessary and the coding was considered complete.

The following outlines the results and main themes identified through the 13 interviews conducted at University A.

#### 5.4.1 Commodification of Higher Education

In discussing branding many faculty members immediately connected the increasing reliance and need for branding with the general progression of universities to adopt a more corporate approach to higher education with mixed reactions.

One faculty member at University A spent some time identifying the increasing pressure universities face due to cuts in government funding and how this has also driven an accountability agenda which may not be appropriate for higher education. His fear is that increasingly governments have adopted a “command economy attitude towards universities” [Faculty member 13], where government decides what kind of graduates they want to fuel the economy and then commands universities to train them, turning universities into career training facilities. He articulates the fear this attitude fosters for many faculty members and feels it runs against the promise universities make to both the public and students.

That’s not what we do and that’s not the kind of promise we should make and I don’t think except in the professional faculties, we should talk about career training at all. We’re not training people for jobs. A university doesn’t do that [Faculty member 13].

This faculty member was also at odds with how economic pressures are driving branding practices and contributing to the shifting of traditional academic ideology which focused on selecting the best students towards something more representative of corporate ideology and with an over-reliance on specific accountability measures and metrics. His fear as stated by others, that not everything important can be measured and what can be measured isn’t necessarily important.



A university is just that ... it's a corporation. It's a self-governing corporation of faculty but now we're bringing in professional managers, we've got metrics that are demanded by the provincial government and others that essentially require us to use accounting models and to project models on our students - that's almost impossible. So how do we measure success? Looking at their grades? I get them to answer questionnaires and that will be driven by how they feel that day? Whether they get a job? Well, what kind of job? I mean a job they like? ... In their field? Maybe they didn't want to work in their field. How do these metrics work? And so one of the dangers is that we're in fact creating false categories and then striving to meet them [Faculty member 13].

Further, this faculty member asks what is the role of Faculty in delivering "quality" and "excellence"? He argues that his university brand is suffering because it is responding to government and is focusing on advertising and spin doctors rather than simply focusing on "the excellence of faculty dealing with highly qualified, carefully chosen students in an environment that's conducive to their learning"[Faculty member 13].

Others argued that the concept of branding itself within the context of higher education and universities is itself an admission of the adoption of a corporate agenda and that this is perceived in a negative way by many faculty members.

when you start hearing the word branding put around...it just sounds... not as cynical but sort of as a dark side that you're feeding into some sort of corporate agenda and you're going to dilute the academic quality; you're going to take away freedoms of people and basically shovel up some kind of agenda from a corporate side [Faculty member 10].

Having explored faculty's perception of the impact of reduced government funding in shaping the agenda and discourse particularly related to branding of higher education institutions in Ontario, in the next section we will explore from the perspective of faculty the impact this has had on the branding University A.

#### 5.4.2 Brand Identity

In exploring how faculty respond to branding practices at universities it is important to first understand how they perceive the brand links to university goals and strategy.

##### 5.4.2.1 Brand Purpose

Most faculty members identified the purpose for branding was to distinguish their university from other institutions. As summed up by one faculty member, "it's important nowadays to brand yourself and market yourself if you want to get ahead and stand

apart from the crowd...there is a lot more competition out there for students and costs are going up so there's definitely a need for branding" [Faculty member 12].

Many faculty identified multiple purposes for branding their university, primarily related to recruitment, funding, community engagement, and improving their reputation and ranking.

#### 5.4.2.1.1 Recruitment

One of the most obvious reasons identified by faculty members was the concept of branding for recruitment purposes and the targeting of specific populations to achieve certain strategic goals. For many faculty this was articulated as attracting the smartest and brightest.

I want to attract as many applications from the best students as I can...the better the students, the better the research we can do. And I'm sure the students will compare universities at least in part on their brand [Faculty member 4].

So for graduate students, we want to project the image that we're very rigorous, we're very intense and we're very much on the forefront of technology in all of our fields. And yet we publish, we get money and like, you come to us, when you leave here, you are going to be, like the expert of experts in your area and people will know who you are and will respect that you got your degree from [University A], and that that's going to give you an extreme advantage in getting academic positions, and things like that [Faculty member 3].

For some it went beyond recruiting just the brightest as branding was identified as a tool for attracting certain segments of the population to meet certain objectives such as more females to engineering, more men to nursing or more international students.

...there is competition for students...we're a highly selective school, we turn down far more applicants than we accept. But which applicants; are we in fact getting the right kind of mix? The kind of mix in everything from background to ethnicity to gender to all those other things that provide a great university... other focus is for international students...because that is one of the buzz-words in contemporary education [Faculty member 13].

...the President and the Chancellor actually go out to China and Hong Kong every year and they have a special degree given to the Chinese students who have graduated so you know, I think that's an important part of the University's

branding. They go to China and have a degree-giving ceremony that's the mirror image, you know, the idea being, we have a lot of Chinese students and parents can't necessarily come over for the degree giving ceremony [Faculty member 2].

But some faculty saw it as more than just attracting and targeting specific students, and argued it's also about attracting and recruiting the best and brightest faculty.

...the capability to attract big-name researchers and people who are doing leading work in their field. I think the brand, as I said, carries that cache and you know, again, if I can use the example of a school that doesn't have the same profile, it's harder to keep those high-profile faculty so the high profile school goes hand-in-hand with the ability to attract the high profile faculty and ergo, the best and the brightest students [Faculty member 5].

Even from the Continuing Education division the goal was about recruiting students and yet it was with a different perspective because unlike the degree programs offered by University A, the school of Continuing Studies only offers certificates and has to aggressively seek out students to fill spaces.

I really do... see ads for that which I guess makes sense because... you have to actually get through to more... you have to go out to get people rather than turning people away because you have too many applicants [Faculty member 12].

Despite acknowledging one role of branding is to raise the profile of University A and to attract students, one faculty member expressed concerns that sometimes this role appeared insincere or was applied inappropriately to particular circumstances.

[University A] brings in some professors and some students from some of the top universities in our field in the US, and man, for about 10 minutes at the beginning of the day, it was like, this pitch that just went on and on and on about [University A] status within the world and how wonderful the University was and our faculty and I'm not sure it resonated terribly well or favourably with the people who were there [Faculty member 7].

Clearly, there was a complexity of responses provided by faculty in general with respect to brand purpose and recruitment however I think this was best explained by this faculty member.

Do you simply take students who can afford to go and are willing to pay or are you trying to attract the best students who will then make a particular contribution, both to the University and then subsequently to either Canada or their own nation, bringing with them the connection that memory and the connections that [University A] benefit long term, business plans, diplomacy and all those things. So what I think what universities, especially large universities like this have done is that there is not a single brand any more. They are now segments. They are in fact clearly targeted markets that are being targeted in different ways by professionals in order to achieve what the university has defined as the ideal student mix; national, international, out-of-province, Ontario students, direct-entry, older students, trying to get more women in Engineering and more men in Humanities. Trying to get more non-Asians in Pharmacy and trying to get recent immigrants out of the instrumental professional faculties into more broadly based subjects. So this is what I think is going on – this is my perception [Faculty member 13].

#### 5.4.2.1.2 Raising Additional Funds

Another commonly expressed purpose for branding was to obtain additional funding for either general or specific research purposes through alumni donations or developing partnerships and relationships with other external agencies.

...the donor and alumni and the corporate audience, I suppose, the audience with money [Faculty member 4].

...when you want to get the right reactions out of funding agencies or peer review panels that name counts, pedigree counts [Faculty member 7].

...what's more in dealing with funding agencies whether it's the provincial government or foundations or donors, we hit different buttons in order to try and connect with their intentions [Faculty member 13].

Interestingly, tied to alumni donations was the connections established by athletics. While University A did not have a particularly strong athletics program, some faculty came from other universities, particularly US based universities where athletics plays an integral role in encouraging emotional attachments to the host university which often leads to future donations. However, they also expressed some concerns about the increasing focus on branding athletics at universities and the attention it can divert from the core mission of the university. Their concerns being that many of the dollars donated often end up in the hands of perpetuating this athletics branding machine

rather than contributing to the core academic mission of the university.

...they do engage the alumni to some extent through that and in some cases, sports programs will give money back to certain programs. But I think what it does is it takes away; it affects the culture on campus and the social environment and maybe orients it too much around specific activities....As far as money, it certainly generated a lot of money for the athletic program, and I think maybe there's been some trickle-down but just a trickle, certainly not much into the overall university [Faculty member 9].

...die-hard people who come back to the football games, that have graduated 40 years ago and they come and cook out and drink and enjoy and imbibe all in the context of the game and it's sort of the celebratory occasion. Those people give money. They support financially. They pay out every year because they feel a strong connection to the culture of that institution, so I think it cuts both ways. I mean, I think there can be a bad side, insidious side to, you know, the share of the budget that goes toward furnishing the athletic facilities and salaries, but it also creates this long term sort of emotional contract and connection between the alumni and things [Faculty member 10].

Many faculty members also spoke to the complexity and tension created by partnerships with private industry particularly when it came to the naming of particular buildings or schools. Certainly more money is always welcome, however; faculty express that this also comes with an attached trade-offs and maybe limits should be attached to these trade-offs.

...it's a bit of selling one's soul, particularly as it relates to the specific situation that I find myself in because, I know this – it has nothing to do with the fact that the sponsor or the person putting the money on the table actually has valued nursing or what nursing brings to healthcare in this community. It's about having your name on a building...I think, schools will take those offers to have a name on their building because it means money in their hands. And so it's not necessarily a recognition of what the school brings [Faculty member 5].

...the reality is that we need that money. The reality is that we need to appreciate that there is almost no philanthropists these days that are willing to sign over money with no strings attached [Faculty member 7].

That building is the Behan Centre and the Behan's contribute a lot of money to that. I presume the new building will have a name on it, right? You know, from

a branding perspective, I don't mind naming buildings after people. I wouldn't vote in favour of naming a Department after a person – I think that goes beyond... [Faculty member 4].

It was also interesting from a fund raising perspective that one faculty member shared the following story which illustrated faculty's direct involvement with a fund-raising campaign to build a new building for their school and the tensions and informal discussions this created among faculty and staff at University A.

both faculty and staff are asked to contribute to this [xxx] Fund of the school and the rationale for it is to demonstrate to anybody outside of the employees of the school, that the employees themselves feel so strongly and positively about their own school that they are willing to contribute to it...The mixed reactions come whenever people feel that any initiative that asks people who are currently employed to participate - has a potentially, I'll use a strong word, coercive side to it, I use this word because I've heard it used. So people are, of course I feel like I have to because I'm here and I would look bad if I don't so it's not truly free will in a sense [Faculty member 11].

Lastly, brand purpose was further complicated by the unique funding arrangements found in health sciences which may lead faculty to feel conflicted in their loyalties to the University or the teaching Hospital depending on who holds and controls the funding for their position. Which organizational brand attracted the funds and who controls the funds may have a direct impact on an employee's perceived identity.

I am funded by the University but a big chunk of the support for my salary comes from an endowment that was jointly assembled by the [Hospital] Foundation and by the University Advancement people but it was a very interesting [Research] Chair arrangement in that in the past, for a lot of the chairs that had clinical appointments on both, the University really stayed, the money stayed with the University; in this case, they split it down the middle. Half of it sits here, half of it sits there [Faculty member 7].

#### 5.4.2.1.3 Community Engagement

In addition to funding, some faculty felt branding was important to engage the community sometimes for the purpose of just informing them of what the university does and highlighting its importance to the community at large.

Part might be greater visibility among policy makers, the general public who then would be more charitable in valuing higher education [Faculty member 9].

I consider it a necessity and actually at some level, even an informative exercise potentially because if you are able to communicate what you do in a compelling way, maybe you even bring some value to these stakeholders outside who may not know exactly what you do. So branding can be part of that [Faculty member 11].

However sometimes this was taken further to address some of the government's priorities of making universities accountable for the dollars they receive and therefore some faculty felt increasingly the brand purpose was for building partnerships to demonstrate to government that the university is training students to focus on the application of theory to real world problems.

...we want to do more collaboration with like, actually with industry, not just with industry problems, but like, you know, going and working with companies to actually come up with an actual product that solves a problem...[Faculty member 3].

#### 5.4.2.1.4 Reputation and rankings

While implied by a few only one faculty member identified the purpose of branding their institution was to improve their reputation or rankings. This may be due to the fact that they are already considered a prestigious institution both nationally and internationally.

Maybe they're partly trying to lift the position of the university in the eyes of policy makers as well in addition to the general public [Faculty member 9].

#### 5.4.2.2 Iconography

Turning to iconography is another way of understanding how faculty respond to branding. When branding is first mentioned many faculty immediately assume that it is about the logo and fonts and colours and making sure that everyone at University A is projecting a similar visual identity.

...having to take style cues, and make sure that we are you know, not doing anything that's flagrantly against the rules with the logos... I am familiar with what branding is and I actually do think it is really important to have a cohesive, you know, style and logos and things like that across an entire organization. And the university is no different... making sure that somehow your reputation is connected to all of those images and I think it's very important. It also lends, like a sense of organization across an organization [Faculty member 3].

While some seemed to adopt the university iconography, other faculty expressed little interest and while not hostile to the idea were somewhat indifferent, feeling a sense that there was perhaps too much variation in the styles to render the purpose of presenting a single visual identity almost negligent.

We have all sorts of logos and things you can use...Sometimes, I use it, sometimes I don't [Faculty member 2].

...there's 49 different versions of this – everybody has developed something that incorporates the faculty logo, perhaps the University logo. It's tough to keep track sometimes [Faculty member 4].

Interestingly some faculty expressed stronger opinions on this topic and rather than expressing indifferences were more at odds with some of the logos and iconography and being forced to use them.

[University A] has become really picky about how and what colours you use in the crest and how and what the font size and the style and you must use the following and the department logo must match the University logo and I think it's getting a little outrageous [Faculty member 1].

This became even more apparent when the iconography went beyond simply the University's icons but included a significant donor's name which due to the funding provided became attached to a particular school and drew attention away from the focus of the school itself.

...if you were to look at the card, it has in letters this size across the top, Bloomberg – it doesn't say nursing - Bloomberg [Faculty member 5].

In contrast, others embraced the iconography and responded by adapting it to fit their own particular school or departmental needs by creating their own hybrid of templates using icons and colours with a loose licence while trying to remain true to the principles of consistency around the brand iconography.

I have created my own [departmental/university] template. I use two different templates. I use a classroom template which has the [department] colours on it and the [department] logo and I only use that to summarize what I discussed in class. I don't use Power Point slides during class, rarely I do. When I give professional talks, I have a format that I made, very simple colours, it's only blue and white; it has the [departmental logo and the [university] symbol on it. So I see that as a branding opportunity, for sure [Faculty member 8].



#### 5.4.2.3 Leadership

Important to understanding how faculty respond to branding is appreciating what faculty perceive the role of leadership is in driving brand activities at their university. Faculty commented on brand leadership at University A speaking both to whether or not they felt a clear brand identity was communicated and whether or not they felt supported by management to promote the brand.

In speaking to communication, most faculty members felt the strongest parts of the brand were well communicated and recognized throughout the university.

...a research focus, an innovation focus being the primary ambitions for the school. That has been communicated pretty clearly [Faculty member 11].

...the elitism thing comes across really strongly. That's not what they would say; the quest for excellence, but that comes across really clearly [Faculty member 7].

Others were more critical, and one faculty member in particular expanding on this and claimed that she felt very little dialogue or input was sought from faculty by senior management with respect to brand management. While arguing that not much discussion had occurred in collaboration with faculty, she summed up many of her colleagues views stating she was somewhat ambivalent as to whether they needed to be included in the context of these branding decisions.

...if they really wanted a lot of faculty input. Like, there could have been, you know, like meetings with like, different departments to say this is our new branding logo and our slogan, things we're going to do, does anyone have any comments, feedback, this or that, whatever. Of course, the problem with that is that if you ask 100 professors what do you think about this, you're going to get 100 different comments and of course, in the end, you're not going to be able to make everyone happy. So of course, you're potentially setting yourself up to make everybody unhappy. On the other hand, you know, speaking from my understanding of most professors and my colleagues, is that they don't really care [Faculty member 6].

...I would say no but I'm not sure that's because they're not communicating as opposed to like, I'm not paying attention. I'm just not [Faculty member 1].

While many faculty members were ambivalent about the need for their involvement in the selection and promotion of branding activities, some faculty identified specific

organizational leadership as strong ambassadors and having primary responsibility for the brand.

...this current President, he was concerned to improve the quality of undergraduate education. He actually went to a few undergraduate classes himself in his first few days to signal that he was doing that. I'm not sure, though, that that much has happened. It's very difficult to, sort of, you know, once you've got a certain brand and a certain way of doing things, I think it's very difficult to sort of, you know, change course as far as that's concerned [Faculty member 2].

...every time he [University President] talks, he goes over the positive things the university is doing and he really focusses on innovation, creativity, being leaders and I think he's trying to hit those talking points and I guess that's part of the branding. He's like a major brand messenger [Faculty member 9].

...he's [University President] a brilliant man ...he communicates very well on behalf of the University. He conveys a very good message. He basically, I think, he exemplifies what the University espouses to be [Faculty member 5].

Most things are done in a fairly democratic way around the University as I'm sure you know. But I think in terms of this sort of thing, I mean, you know the Dean has, you know, marketing and PR people who work for him and they sort of handle branding, I think. I mean if he was doing something really ridiculous, then I'm sure the Faculty would have some input, but...[Faculty member 2].

When asked if they feel supported by senior management in branding the university, reaction was mixed from faculty. Sometimes this seemed to be more telling of whether they had developed a personal relationship with the person and this was typically more likely found at the faculty/School/Departmental level than at the University level.

University is not phenomenally good at supporting its faculty or making it feel valued [Faculty member 6].

I have a lot of respect for what she's [Faculty Dean] done in 5 or 6 years as regards branding and whatnot. I can't think of anything I don't like. And to be honest with you, she's a very accessible person so if I felt strongly about something, it's the kind of place that I think you could respectfully, you could go to her or somebody at the Faculty level and mention it [Faculty member 4].

#### 5.4.2.4 Brand Structure

Understanding how brand structure is perceived is central to understanding how faculty perceive brand activities at their university. When considering branding at University A, many faculty members felt the university was too large to fit within one brand identity and the university brand was in fact more fragmented than unified.

...the structure of it; how it is broken down into different Colleges and I, for the life of me, I can't really understand how it's organized and who's in charge of what aspect and it just seems like this sort of scattered institution with...it doesn't seem like a cohesive body to me in many ways [Faculty member 10] .

More interesting was that while some faculty members felt this was not necessarily a bad thing but natural for a large university, stating that while individual faculties/schools or departments may seem separate they are still part of the whole, as "one big branch off of a big tree" [Faculty member 3].

...so you can have a really large university with 50-60,000 students but then within that, there's little neighbourhoods, you know - so there's a benefit to that [Faculty member 9].

...there's two parts to this, there's the University branding itself and then there's the faculties within the universities branding itself [Faculty member 2].

[University XXXX] has 17,000 students, [University A] depending on how they count them, has 75,000 students. And I thought I was going from a small university to a large one; turns out it was the reverse. [University A] is made up of 14 affiliated colleges and universities faculties...they're all connected but it's a loose connection. They share courses. And so it's very fragmented...the experience they get in nursing or the experience they get in industrial engineering; it's like they're different planets. The impressions people get are so different in different departments [Faculty member 1].

...my sense is that it's not that unusual for a professional school in particular to have a differentiated brand, a unique brand within the brand of the university...It speaks really to a very specific audience, the rest of the university may not even be interested in particularly; it speaks to the business community, it speaks to the educational space of management education as opposed to the broader endeavour of the university [Faculty member 11].

...the Faculty of [xxx] has its own fundraisers, they have their own alumni support people, they have their own, you know, just tonight, this department..., is having its Annual Alumni dinner ...so I'll be going and ahead of that, ... I think at 5pm in this building, there's going to be a small reception for some of the people who have been targeted as potential big donors and in my role as kind of one of the admin big people in the Department, I'll be going there to glad-hand and so, the Chair of our Department is very tied into connecting with prospective donors and whatnot [Faculty member 4].

It was also fascinating to note that while some chose to structure the brand between faculties/schools and departments, other faculty members divided the university brand into sub-brands by describing the brand structure as distinct for undergraduates and graduate level students.

I think there's a distinction between under-grads and grads. Because, for graduate students, what I tell them, is it's an apprenticeship. So, you go by who do you want to work with and is there a good match and it really is an apprenticeship. We've got some other programs which are professional degree programs and those emphatically yes, there's a branding because you're going by what the overall program is not by who the particular supervisor is. So I think it depends on what we're dealing with [Faculty member 6].

I guess that depends on, are we talking about undergraduate students or graduate students? Because I think that the image we want to project is a little bit different for each. So for graduate students, we want to project the image that we're very rigorous, we're very intense and we're very much on the forefront of technology in all of our fields. And yet we publish, we get money and like, you come to us, when you leave here, you are going to be, like the expert of experts in your area and people will know who you are and will respect that you got your degree from [University A], and that that's going to give you an extreme advantage in getting academic positions, and things like that [Faculty member 3].

#### 5.4.2.5 Athletics

Increasingly, athletics was raised in the interviews and became central to understanding and comparing how some faculty members constructed their understanding of brand activities and the significance of branding at their university. Some faculty members came from universities in the United States where they previously studied as a student or alternatively where they may have worked for a time

before coming to University A. As a result of this experience some faculty chose to comment on the large role athletics and sports play in branding institutions particularly in the US context relating at the same time that it didn't seem to have the same degree of influence on branding here in Canada. Interestingly and important in my opinion to the context of branding, is that in the same breath they also speak to the problems that this leaves from diluting the brand identity and purpose of the institution as an institution of higher learning and research.

A lot of the branding in the US happens through major athletics programs and that's a major, I think, probably the major factor in kind of the larger branding in society... [but it comes with a risk because] it takes something away from the overall image of the university as primarily an academic institution of higher learning and I think that's problematic in the long term.... they bring money in and I guess they do engage the alumni to some extent through that and in some cases, sports programs will give money back to certain programs. But I think what it does is it takes away; it affects the culture on campus and the social environment and maybe orients it too much around specific activities...I think it affects campus life and has not necessarily improved the image of the university as an institute of higher learning and research [Faculty member 9].

...mostly around sports. To me, that's the biggest difference. There is no sort of dominant culture of collegiate athletics here at [University A] or as far as I can tell, in Canadian universities, ... die-hard people who come back to the football games that have graduated 40 years ago and they come and cook out and drink and enjoy and imbibe all the context of the game and it's sort of the celebratory occasion. Those people give money. They support financially. They pay out every year because they feel a strong connection to the culture of that institution... [also] students really attach to that. They go to the games, they wear the colours, they know the fight songs and it sort of, increases this sort of this student culture and this shared experience, this effervescence that everybody shares....[however] I think there can be a bad side, insidious side to, you know, the share of the budget that goes toward furnishing the athletic facilities and salaries, but it also creates this long term sort of emotional contract and connection between the alumni and things [Faculty member 10].

#### 5.4.2.6 Identity Descriptors

To better understand faculty's perception of brand identity at their university, each faculty member was asked to select from a list of common university descriptors, three

descriptors that they felt described how University A saw itself and for which the university would want to be recognized. The following diagram is a visual description of the responses collected. Please see Appendix C for the compiled list of specific answers provided by each faculty member.



What becomes immediately obvious is the emphasis particularly on Research Intensive, Prestigious and Innovative. Following the selection of the descriptors, faculty were asked to expand on their choices.

...[what] the university is trying to convey is that we are the biggest and the best [Faculty member 6].

...that we're very rigorous, we're very intense and we're very much on the forefront of technology in all of our fields. And yet we publish, we get money and like, you come to us, when you leave here, you are going to be, like the expert of experts in your area [Faculty member 3].

...the mantra that we all have to chant is research-intensive; you're not going to get this cutting-edge concentration of cutting-edge research anywhere else [Faculty member 13].

...prestigious - I think there is no doubt about that. We are all self-identifying, we really do believe that we have been chosen by God in order to sit here, in order to maintain human civilization as it is developed and if you don't believe this, you should really be somewhere else. So this is self-identifier [Faculty member 13].

...excellence and I mean it all around. We need the best students, we need to train them extremely well; we need to build their expectations of themselves and of us; we need excellence in our own research and the administration of the place and we need an environment of excellence [Faculty member 13].

...you read the web pages, you read the press releases, I read the bulletin and they do seem to focus on, they want to be not just the best researchers, they want to be leaders [Faculty member 9].

...globally recognizable university that has a stellar academic reputation that sort of has the reputation as being the shining zenith of Canadian highered [Faculty member 10].

There are spill-over effects, there is a critical mass of research activity and funding and access to opportunities does in fact change the life of the people who work here so the size actually is a component that does matter for our research accomplishments [Faculty member 11].

...we probably get the lion's share of research funding in nursing in this country. So I think most of the people who are hard-core researchers have limited teaching responsibilities and none, if any, clinical practice [Faculty member 5].

I think [University A] has a certain arrogance... shame on those schools who don't kind of cut the grade and I thought isn't that interesting. So there's a certain elitism [Faculty member 7].

...they say they focus on teaching and research but really it's research [Faculty member 1].

...one of the things the University really has going for it in addition to sort of stellar and internationally recognized faculty is being at the heart of a world-class city [Faculty member 7]

Innovative. I mean, that resonates. It's a powerful theme. You know, the more we can continue to invent new knowledge; invent seems like it's making it up; produce, create new knowledge, the more we can continue to advance how we think about our world and how we can advance as a society [Faculty member 8].

In the next section I explore faculty responses to the organizational culture at University A. I do this because brand meaning can be considered a co-creation of meaning and therefore it is important to understand how faculty perceive the organizational culture at their university to fully appreciate their perception of brand. Comments ranged from a collaborative to a competitive culture and while most agreed with a strong culture of academic freedom there was a growing sense of cultural distrust in their interactions with administration.

### 5.4.3 Organizational Culture

#### 5.4.3.1 Collaborative

Many faculty members offered opinions regarding the organizational culture at University A and articulated a traditional academic culture which is both collaborative and collegial.

We are all together; we do a lot of collaboration. We all, even in curriculum level things, things are decided in all departments together, not just one department operating independently so we are actually one, you know many parts and many arms of one big unit...we're just one big branch off of a big tree...like different programs and you know, like committees popping up within the faculty to try to help people, like how can we help you make the connections? How can we help you get support for students with partial support from the companies and stuff like that [Faculty member 3].

...they did a really good job of helping welcome new faculty, having sort of a BBQ for new faculty at the Faculty Lounge, showing us around there, giving us a nice reception in terms of new faculty orientation and really I felt warmly welcomed by the administration as a new faculty member here so that speaks to trying to welcome in new people to the university community, building this community [Faculty member 10].

...really is a great place to work. I work in a lovely department but having said that, that's the view from the inside [Faculty member 4].

Some faculty member's expanded on their comments, reporting collaborative networking activities go beyond faculty at University A and open up opportunities for student's to tap into a strong academic network to help students with job and career aspirations.

I would get the request to join [LinkedIn] and I would look and it was one of our students and so, part I guess of the branding, is they want the link to me and some of the other faculty members; so would you call that a brand, I guess so....so that there's a sense that if you're looking for a job, if you're doing other things, if you're looking for some help, this is a network that you can tap into...So part of the brand also is that there are a lot of other smart people who you like to work with, and I notice with the students, they have a very tight network. So that's again part of the brand, is that you're learning from each other [Faculty member 6].



#### 5.4.3.2 Competitive

While some faculty found examples of great collaboration the more prevalent cultural value mentioned was the competitiveness of the culture at University A which may impact on how faculty perceive the overall brand at University A. Not only was competitiveness mentioned more it was stated with greater emphasis. Further, of note was that while some faculty members spoke of collaboration some of the same faculty members were also quick to point out the competitive culture which is prevalent in University A (example Faculty member 6).

...part of the trouble is that at [University A], you get your money by how many bodies that you attract. So there is zero incentive to work together and so if we take, if I have a course, we have students from all over [the university] wanting to take our courses; we get zero revenue for that [from other faculties]. It's pure cost with no flowback, no payback. And you might hope that if I take their students into my class, they'll take my students into one of theirs but all of this, it's got to be worked out on a faculty to faculty basis, rather than encouraged by the Universities [Faculty member 6].

...whom do we appoint; whom do we tenure? And whom do we promote and on what basis? The situation is improving. [University A] is a research-intensive school ... you cannot be tenured here without doing research – full stop.....I think it's competitive, very competitive; it's less collegial than it was 30 years ago when I started, much more so and there are lots of reasons for that. I think there's more pressure put on junior faculty than ever before. So it is competitive, less collegial [Faculty member 13].

[University A] is probably a much more competitive environment from a faculty point of view. So the competition factor is quite obvious...it's a bit of a dog-eat-dog...It's very competitive, you know? So you want to be one of the favoured, you know, you are in line to become Associate Dean or you know, Director of the Graduate program or Associate Director of Research; those are plum jobs, those are plum positions. And there's a lot of competition amongst senior faculty for those roles [Faculty member 5].

...a very, very competitive place. Faculty are very competitive with each other as well as with other institutions and I'm not sure, I mean, I guess as a relatively young academic mid-career I guess, I'm still grappling with whether you have to let people be rapacious, you know, attention-seeking, you know sort of yeah,

whether you have to encourage that in order to see excellence in research [Faculty member 7].

#### 5.4.3.3 Academic Freedom

Almost universally whether or not faculty felt the culture was collegial or competitive they all agreed on the traditional cultural framework of the professoriate, specifically academic freedom.

...it's very committed to academic freedom [Faculty member 13].

...faculty tend to do their own thing. If I didn't want to support the brand, I'm sure I wouldn't. If I wanted to, I would [Faculty member 2].

...they really do value academic freedom and, like, I know perfectly well that there are people at [University A] who are giving lectures about things I don't agree with. I would be very upset if [the University President] got up and said that, you know, systems engineers are trying to interfere with health care idiots. Like I'd be very upset. But I believe, for the most part, I believe that there is an attitude of openness to research [Faculty member 1].

#### 5.4.3.4 Distrust

Of note, particularly when discussing the organizational culture specifically around their interactions with administration, the discourse turned to distrust. This is particularly interesting when considered in the context of faculty perception of brand as this may have a direct impact on the influence and control senior management may exert on how faculty respond to and participate in branding activities. Despite warm feelings surrounding academic freedom, faculty members expressed that a culture of distrust has surfaced due to an erosion of traditional academic values due to increasing marketization and the adoption of corporate values, performance indicators and quality metrics.

This year, my last class was on a Thursday and they said if I didn't have the grades in for Monday, the students couldn't graduate in the June Convocation. Give me a break, guys. So then I had to sit and grade 20-something term papers in 3 days, you know. So that's the type of thing that does not make you think that you're in a place which values [collaboration], but we did it because we wanted to make sure the students weren't penalized [Faculty member 6].

There have been times when I think we have all felt that we have been betrayed and I also understand the reasons. The adoption of performance indicators, for

example. The provincial government said you have no choice, either you do it or we do it. But I think that the whole question should have been addressed. How can you maintain academic freedom if, in fact, you've got performance indicators that will drive academic questions. And who is to decide on these things and what are the elements of those metrics that you've chosen and how will that have an impact on the individual in the classroom and the individual in research? [Faculty member 13]

I think it's important that faculty be, that administration disclose potential agreements. But there's a lot of efforts, I think, to obscure what exactly is going on and so we don't really get all the information and they don't want the faculty to know because it would be a huge uproar...unfortunately there's a lot of distrust and so in some ways, the water has been poisoned for some people, but I guess you'd expect that with any complex institution like ours...There's been examples of lack of clarity, what's going on, not getting full information, feeling that the university is not working in the best interest of the faculty and students and you know, there's examples of like, you know, there's always fights around promotion and things like that...So tension between administration and faculty, whether it's around priorities and scholarships and where money is going or the pension has been a major tension; how that's been managed, so just a lot of distrust, but I think some people kind of gravitate to that position and they think of any large institution, ultimately people at the top somehow get corrupted [Faculty member 9].

#### 5.4.3.5 Faculty Engagement with Branding

Turning to faculty engagement with branding is another way to explore how faculty perceive and accept or alternatively, resist, branding activities at their university. When faculty were asked directly if they were aware of the branding activities at University A or whether or not they were directly involved in branding activities, faculty members provided a variety of answers.

In speaking to awareness of branding activities at University A, many expressed feelings of conflict and tension with branding activities at University A. One faculty member spoke about his previous administrative responsibilities to raise funds for the university and how this often left him feeling conflicted.

...in dealing with funding agencies whether it's the provincial government or foundations or donors, we hit different buttons in order to try and connect with their intentions. And often to the detriment of the institution ... I've never heard

anybody say... [University A] has a responsibility to sustain elements of human civilization so that it's not lost in future generations. Somebody has got to teach Ancient Acadian and somebody has got to make sure there's a strong classics department so that someone will be able to read Homer and Virgil later but we don't make that argument anymore [Faculty member 13].

Other faculty members spoke more generally about being aware of branding activities at University A and the 'Boundless' Campaign, but in the same breath articulated the pitfalls of faculty and universities engaging in branding activities.

...maybe universities are trying to improve their relative position relative to other universities, so I'm uncomfortable with kind of pushing the analogy from the business world of branding, and I can understand that to the academic world. Because I think to some extent it takes focus away from all the things that are going on in the university and puts up almost a façade of a brand, that kind of something that is ultimately somewhat hollow...I think by putting so much emphasis on branding, we are often taking effort and energy away from what is going on inside and maybe creating more of a superficial kind of a, putting more emphasis on kind of a superficial aspect of who we are. So I feel like that's potentially negative [Faculty member 9].

By far the most common faculty response to engagement with branding activities at the university was a general sense of indifference.

I would say no but I'm not sure that's because they're not communicating as opposed to like, I'm not paying attention. I'm just not [Faculty member 1].

I think the way a university faculty work is they tend to do their own thing [Faculty member 2].

I'm here because I love what I do and I love the students and I just really enjoy it and I basically try to avoid the University and I try to ignore it as much as possibly can; except when I need to use the Library [Faculty member 6].

...things that could have been done, probably better, if they really wanted a lot of faculty input. Like, there could have been, you know, like meetings with like, different departments to say this is our new branding logo and our slogan, things we're going to do, does anyone have any comments, feedback, this or that, whatever. Of course, the problem with that is that if you ask 100 professors what do you think about this, you're going to get 100 different comments and of

course, in the end, you're not going to be able to make everyone happy. So of course, you're potentially setting yourself up to make everybody unhappy. On the other hand, you know, speaking from my understanding of most professors and my colleagues, is that they don't really care. They are just here to do their research, teach their students and who cares of what the logo looks like, or what our slogan is or what our mission vision statements are, so you know, I guess trying to receive feedback is going to, I think, be a battle between apathy and too many cooks spoiling the broth and so I can understand not going to professors [Faculty member 3].

Regardless to the indifference mentioned above many faculty members were able to speak to at least some direct involvement in branding the university or their particular department/faculty.

I do like doing all the website stuff and, like, actually all the branding happened like, all of that ball, started getting rolling... the departments were finding out about it not too long after I agreed to do the website, so I actually basically came in and we were the first website to be redone at the same time that the faculty was redoing their website [Faculty member 3].

I've got shirts and I wear them on the weekends or whatever, like, look I'm advertising. When I travel to the States a lot of times, I'll wear some [University A] clothes also because I know the University is making a push, I think that these are nice clothes, why not [Faculty member 3]

I take part in all of the orientations; I'm giving the lecture this year in the Kick-Start program for example, so that students who are coming in know what to expect of first year lectures and that sort of thing [Faculty member 13].

...there was this one comment that I got from a student ....it was one of these things that I just got so much out of your course and it's helped me focus and now I know what I want to do and it was so gratifying that I sent it off to the office and [they] said this was wonderful and ... do you mind if we use this, or send it off to our marketing people [Faculty member 12].

We're actually going through a process now focussed on branding as it relates to a re-design of our website and sort of, talking about how to re-package some of the program offerings, so faculty does get asked [Faculty member 5].

While many faculty members reported they had some involvement and engagement with branding activities they also felt a sense of caution about the influence branding activities had for the central purpose of the university. At least, one faculty member felt this was truer of schools/disciplines outside the management school.

...a potential perception of contamination of the purity of the scholarly exercise that I can see some people having, but the perspective of people in management discipline, is that it is part of how we attract resources in this very competitive market place [Faculty member 11].

Outside the management school, one faculty member in particular, while relating his own experiences and sense of powerlessness when working with administration, summed up many faculty members' expressions of the complexity of feelings surrounding branding activities and engagement with these activities.

...you need to speak the same language as the corporate world if you're going to work with them, and we live in an era of public/private partnerships and new models of funding and you know, so I applaud those efforts. As long as we're not undermining the essential qualities that makes us a good institution ....I've been on a number of advisory committees where, ultimately, we don't really have any power. Why are we deliberating if ultimately, the decision can be made by an administrator? So there are some conflicts I think but I do understand the nature of higher education and funding and obviously corporations are a very important part of our economic environment and our society and we would be stupid to not try to speak that language and realize the importance of marketing and how marketing affects public perception, so we need to have tie-ins but also try to protect what's important about research and independence and so a lot of issues kind of come up around that [Faculty member 9].

In addition as identified earlier, one faculty member while recognising the rationale for their engagement in branding activities felt a certain coercive element in the request for their participation and had mixed feelings about their involvement.

...both faculty staff are asked to contribute to this [xxx] Fund of the school and the rationale for it is to demonstrate to anybody outside of the employees of the school, that the employees themselves feel so strongly and positively about their own school that they are willing to contribute to it....he mixed reactions come whenever people feel that any initiative that asks people who are

currently employed to participate as a potentially, I'll use a strong word, coercive side to it, I use this word because I've heard it used. So people are, of course I feel like I have to because I'm here and I would look bad if I don't so it's not truly free will in a sense [Faculty member 11].

In the next section I will explore faculty perception of the image and reputation University A has in the broader community.

#### 5.4.4 Brand Image

##### 5.4.4.1 Reputation

Having first explored how faculty perceive the university wants to be seen it was important to explore how faculty perceive the university is seen from outside the institution and to assess how well faculty perceive the brand promise aligns with the brand delivered. Most commonly, faculty mentioned that University A was recognised externally by its prestige. In addition many mentioned University A has a reputation as a challenging university with the best faculty but at the same times can suffer from large and impersonal classes.

I like teaching at [University A] because of the prestige associated with [University A] [Faculty member12].

...they have a long-standing brand... the capability to attract big-name researchers and people who are doing leading work in their field [Faculty member 5].

[University A], on high school students and undergraduates, has more of a, appears more to be the place you want to go if you're really studious [Faculty member 4].

[University A] has a reputation of large undergraduate classes, overcrowded classes, and faculty members that you never see. Well, Arts and Science has large, huge classes that are run by TA's...high school students who think [University A] is impersonal and I work very hard to squelch that. And I, so I, think they do have that as an impression and I don't think they're doing enough to get rid of that impression [Faculty member 1].

So, there's two pieces of branding that comes in. One is does the name of the University convey with it some status and things that you are pleased to say you are a graduate from. So people will say, oh wow, yeah – I know that place, as opposed to a university in the middle of nowhere that no one has ever heard

of and there's for sure an element of branding there and that's based on the fact that there's a reputation. Then there is some things around resources. So part of [University A's] brand is we've got a good library. Part of [University A's] brand is we've got a lot of good profs [Faculty member 6].

...we have kind of a reputation for being very hard and I don't know if you read, maybe last year, there was an article in Maclean's saying [University A] is too Asian whatever that means. But I think what they were trying to say is that [University A] has the perception of basically, like slave-driving our students into the ground and that only Asian students would thrive in that, sort of, environment...we do have that reputation of being very, very challenging. And while we are challenging and we do pride ourselves on being challenging, and that's how you get a good education, that's how you make sure a student that comes out of here with an A average, they are a top student [Faculty member 3].

...you're going to get some of the best faculty in the world teaching on the program... not a bad place to go for your Masters degree, [but] I wouldn't want to go there as an undergraduate because you've got big classes [Faculty member 2].

I definitely know - frequently students and parents are concerned, parents are concerned with the university that their child is just going to become a lost, faceless being in a sea of many other faceless beings [Faculty member 3]

An interesting comment from one faculty member regarding the reputation of University A was that it had additional benefits for faculty in that it added 'face-value' credence to research papers produced by faculty at University A.

I can totally understand people's resistance, and I remember, for instance, when I was taught back in grad school, my first research courses; and I remember reading in a textbook, you know, suggesting that someone walking through a research article and trying to assess inequality and soundness of conclusions, that you should turn to author affiliations and if the paper comes from a good university, you should give findings more credence. And I remember my reaction as sort of a callow youth, was like what? You mean, like methods don't count? But the reality is it counts, it counts [Faculty member 7].



Many faculty mentioned that University A's reputation is focused on graduate students rather than undergraduate students despite a recent campaign to try to improve their ranking and reputation in undergraduate education and the student experience.

I think it wants its individual faculties to be in the rankings that are produced from time to time to be in the top 20 around the world, but I don't think our brand is really that we are a fantastic undergraduate university, for example. I think it's more at the research end of the spectrum that we're branding ourselves [Faculty member 2].

...there's a different impression from international students who come here to do graduate work so they see this as being, one of the leading research places, so I think that we're very different. I think you need to separate the graduate brand from the undergraduate brand...We're not, we don't particularly have a good reputation, I don't think, as an undergraduate teaching institution [Faculty member 1].

#### 5.4.4.2 Image Descriptors

To better understand faculty's perception of brand image at their university, each faculty member was asked to select from an identical but scrambled list of descriptors, three descriptors of how they perceived University A was seen from outside the University.

The following diagram is a visual description of the responses collected. Please see Appendix D for the sample handout and specific answers provided by each faculty member.



What becomes immediately apparent is that the perception of Image is slightly different than identity and that 'Research Intensive' is still strong but is perceived as less of a

descriptor for the external audience and 'Large' takes up a much stronger position, while 'Prestigious' remains at the top of both the identity and image descriptors.

Similarly, faculty were asked to expand on some of their choices.

...we have kind of a reputation for being very hard... the perception of basically, like slave-driving our students into the ground [Faculty member 3].

I think the outside world sees [University A] as being a kind of a research University [Faculty member 2].

[University xxxx] is, or has often been regarded as a party place and a fun place to go. [University A] isn't like that. [University A], on high school students and undergraduates, has more of a, appears more to be the place you want to go if you're really studious [Faculty member 4]

Of particular note was that only one faculty member chose to write "impersonal" into the descriptors and yet many inferred to it directly or indirectly, tying it to large class sizes.

...the University would tell you, large implies both that there are a multitude of opportunities here if you want to take advantage of it... but large also means that it's easy to get lost and that you're a number... But ultimately, being large even depends on, and I've often thought about this, it often depends upon the personality of the student. A student who is comfortable, an extrovert will find it much easier, I think, to find their way in a large school where an introverted student might better be served in a smaller school [Faculty member 4].

[University A] has a reputation of large undergraduate classes, overcrowded classes, and faculty members that you never see. Well, Arts and Science has large, huge classes that are run by TA's... high school students who think the [University A] is impersonal and I work very hard to squelch that [Faculty member 1].

...and for undergraduate, large, intimate-no, student-focused-no [Faculty member 1].

...it's impersonal. Any organization with 70,000 students...do you realize that 90,000 people come in and out of this university virtually every day, on any given day in a week day during a term? It's bigger than most towns in the

country and of course it's impersonal, it has to be bureaucratic, it's got to be structured or nothing would work [Faculty member 13].

I think students see it as impersonal, as this sort of bureaucratic maze they have to work themselves through in order to get their credentials. I think that's generally the way they see it [Faculty member 10].

To better understand faculty perception of brand at their university, in next section I explore faculty members perceptions regarding the authenticity of University A's brand and whether or not the promises made by the University are actually delivered. Is the brand authentic or is there a brand gap?

#### 5.4.5 Brand Authenticity

When asked if the promises being made by University A aligned with the promises delivered, many faculty members identified gaps and expressed concerns that there were certain brand qualities that the University was claiming which they felt were simply not being delivered.

##### 5.4.5.1 Unmet Promises

###### 5.4.5.1.1 A Sense of Community

Many faculty expressed a disconnect with the large size of University A and the desire to be perceived as intimate, with a sense of community that might come more naturally to smaller universities.

...the university is trying to convey is that we are the biggest and the best. I think what they do convey is big and it can be for some, impersonal [Faculty member 6].

...when we bring high-school students for recruitment and whatnot, you know, we always have other students walk them around, show them the big picture, show them we have these clubs, programs and like, you know, go hang out, like social organizations and people get together and make sure you mention that you actually do things with your life besides homework. And so we're always trying to balance that, you know, but I don't really know how good of a job we're doing at that [Faculty member 3].

###### 5.4.5.1.2 Excellence in Everything

Similarly and linked to the size of the institution many faculty expressed concerns that it is impossible to generalize over the entire institution particularly under current economic conditions.

I worry about is spending so much time talking about how excellent we are and how to preserve the veneer without worrying about what we're doing and I've seen, I guess, in different places. I'm not going to quibble with at least some of the outcomes and some of the substance behind the pitches that are given to all those different stakeholders but I have to say arrogance is a word that comes to mind... there's a lot of trade-offs that are being made, a lot of pragmatic decisions that are getting carried out, that are at odds with the brand...and a lot of impression management going on in a lot of circles to make sure that everybody is sort of, in public, singing from the same songbook even if, you know, the reality may be quite different....talk about excellence, excellence in faculty and so forth. You know, what I've seen in practice about the way courses are staffed. We'll put anybody with a pulse in front of a classroom [Faculty member 7].

The problem is with a multi-university like this, and one this size is that you really cannot generalize. There are weak spots in the school and to simply say we are all universally excellent is simply wrong. To simply say that we will compensate for the fact that my first year history class is 500 students, we'll compensate by offering you a first year seminar, well is that a compensation and are we being honest when we say it's a compensation. Because it's not really, it's another experience, a different kind of experience. But it doesn't compensate if you don't like large classes [Faculty member 13].

#### 5.4.5.1.3 Employable

It was also interesting that one faculty member spoke to their recruitment efforts and yet felt the University wasn't projecting the reality of employability for their chosen profession.

...that's the projected, the desired image of the University, we're not always that way...we have new students coming here, graduate students here looking at the program and in some ways, we're still engaged in selling the program; people have applied and we need to tell them about all the good qualities but to be honest, I think it's a good place overall but I also tell them you might want to...we bring in more graduate students that there are jobs for; and that's an issue [Faculty member 9].

#### 5.4.5.1.4 Focused on Undergraduate Student Experience

Several faculty members spoke of the desired branding by the institution to be seen more favourably as an institution focused on the undergraduate student experience when in fact they are more widely known for and directed towards the graduate research experience.

The prestige comes from the research and the research engine, the fuel can't be injected, or the energy isn't stoked unless you have graduate students doing a lot of that work so I think, yeah, that graduate students are part of the working of the machine and they also help teach the undergraduates too, teaching assistantships, instruction and that. I think it's a lot of lip service about undergraduate excellence in education but when the rubber meets the road, I don't think there's necessarily a lot of stakes there for the quality of the university [Faculty member 10].

...the under-graduate experience at Canadian universities and the fact that students, or that under-graduate students are getting short-changed... That there's a conflict between the government's perception of the University as a place that educates under-graduates and educates students and the University's desire to be a research institute...two aims in a certain sense, are complementary and I think that's true to a certain extent but for the average under-graduate, I don't know how much they get out of the fact that this is a prestigious research university [Faculty member 4]

#### 5.4.5.1.5 International Focus

In addition many commented on the international promise and indicating that while there is a branding focus here, there is little incentive and for those international students that do come here the question is whether they are getting the experience they were sold.

...we keep talking about international, and yet, there's no BIU's for international students, so where's your advantage of bringing in an international student when you totally have to find a way to support it off your own grant, okay [Faculty member 6].

Like we've had situations where, you know, in an undergrad class, I haven't got enough seats for the students or have taught in classes without internet access or you know, like crazy stuff like this. Like enough of talking the world-class, like is this bait and switch. We're branding on this and then basically, we're this

gigantic, we're pitching ourselves as this international class, a university that's almost private in all but the funding mechanisms and then we look like, sort of, an underfunded community college in some other ways [Faculty member 7].

#### 5.4.5.2 Promises Met

Interestingly while faculty were critical of many elements of the brand, many faculty also expressed authenticity of the brand in other aspects.

##### 5.4.5.2.1 Research Intensive

While faculty members were often critical of brand promises, most faculty members felt strong alignment with the brand characteristic of Research Intensive and expressed this repeatedly.

...on the whole, I do feel that the university actually does match up to the image that we're trying to project...when you leave here you are going to be, like the expert of experts in your area [Faculty member 3].

International recognition, quality of faculty, quality of students, library resources third in North America, quality of laboratories, the tradition of research, all of this is real and true [Faculty member 13].

...the research emphasis of the brand is authentic in my mind [Faculty member 11].

...when [University A] makes claims like that, you kind of, you know there are certainly enough people out there, graduates out there who make it a realistic claim [Faculty member 12].

##### 5.4.5.2.2 Best/Prestigious

Similar to the brand characteristic Research Intensive, many faculty members felt strong alignment to brand characteristics related to the best and most prestigious institution.

I don't think they feel that they need to establish any kind of a brand because they have a brand. And they have a long-standing brand...I think the brand is real. I do. When I look at my colleagues, I know they are among the best in the country. I think that's true [Faculty member 5].

...if you're going to sell on something, to prospective faculty, prospective students are the people who are going to invest in different ways; either in

research funding or in philanthropy or whatever, you gotta stand out somehow. Standing out on excellence is not a bad way to go [Faculty member 7].

#### 5.4.5.2.3 Innovative

More interesting was the brand characteristic of innovative which is often associated with newer institutions but to some faculty members was also an authentic promise for University A.

It does [feel authentic]. I think it's really important in our society that you know, that we help seed the creative organizations and individuals and companies of the future so the future of job creation depends on it, so being innovative, not stuck in the past I think is very important [Faculty member 9].

## **Chapter 6 UNIVERSITY B**

### **6.1 Background**

University B is a medium sized public research university located in a small city about 2 hours east of a major metropolitan city in Ontario Canada and with a population of approximately 123 thousand people.

University B was founded in 1841, predating the founding of Canada by 26 years. The main campus is approximately 40 hectares (99 acres) and is the Universities largest landholding. Further, the main campus was the schools' original site and holds the majority of its facilities. University B has a second campus located 2km west of the main campus and covers 27 hectares (67 acres). The west campus was acquired in 1969 and currently accommodates two student residences, the Faculty of Education, the Coastal engineering lab, as well as athletic facilities, including the stadium.

The full-time undergraduate programs comprise the majority of the school's enrolment which is made up of 15, 792 full-time undergraduate students, 4,165 graduates students and 4,232 other students which includes part-time, post-graduate Meds, Theology, and the School of English (University B, 2012c). Of note is that these numbers also include 801 international undergraduate students and 643 international graduate students.

There are approximately 819 full-time faculty (excluding clinical medicine), 282 clinical medicine faculty, and 1441 part-time instructors. There are 1,944 administrative staff which are funded by the operating budget and another 749 specially funded for research and other administrative duties. Further 2019 students are funded separately for administrative duties. University B funds 10 undergraduate, graduate and professional faculties and schools with an operating budget of approximately \$750 million. Government grants make up about 50% of the operating budget and student fees make up approximately 43% of the operating budget (University B, 2012c).

According to the academic plan University B is both student centred and research intensive and therefore is guided by two central activities of "learning and discovery" (Academic Senate, 2011).

### **6.2 Marketing and Branding Strategy**

On September 29, 2012, University B launched a fundraising campaign to unify the entire University under the tagline "Initiative". The goal of the campaign is to raise \$500 million to "position the University to meet not only the evolving needs of Canada, but the broader challenges of the world in the first decades of the 21<sup>st</sup> century"(University



B, 2012b). According to University B's Principal "[t]he Initiative Campaign ... is about investing in the people ... like the generations before them – will not waver in their pursuit of excellence. It's about unleashing the potential of our thinkers and doers"(University B, 2012d). The broad goal of the Initiative Campaign is to provide an environment where opportunity meets excellence and where four key themes underpin the campaign.

- Be the destination for exceptional people;
- Enhance our students' learning experiences'
- Secure our global reputation in discovery and inquiry; and
- Nurture a supportive community

A website was constructed to promote and follow the progress of the campaign and highlighting profiles of people who exemplify the tagline "initiative" and the campaign priorities. Embedded in the home page of the campaign is a YouTube video highlighting examples of initiative and cementing the value of "together we will grow stronger and make a difference"(University B, 2012a).

Advertising is predominately web-based with multiple YouTube videos promoting University B. In addition a poster is included below (See Figure 6.1) promoting the launch of the Campaign Initiative.

Three contextual interviews were conducted with management at University B to get a general feel for branding activities as perceived by management at University B. Those interviewed included the Executive Director of Marketing and Communications at University B, the Director of University Marketing and the Associate Director of Business Development and Facilities for Athletics and Recreation.



**Figure 6.1: Example of Print Ad for "Initiative Campaign" released September 29, 2012.**

### 6.3 Contextual Management Interviews

Over the summer and fall of 2012, three contextual interviews were completed with senior administrators at University B who are directly involved in Brand Management. Of note at University B is that unlike University A, branding and marketing for continuing education is managed centrally under the office of advancement and there is a separate and distinct Brand Management department for Athletics at University B. As a result two administrators were interviewed from the office of advancement and one from University Athletics and Recreation. From these interviews the following themes were identified which provided context for the faculty interviews.

#### 6.3.1 What is the Purpose of Branding

Manager B described the purpose of branding was to create a clear and distinct brand that can be conveyed to students, faculty, alumni and staff equally well. She made the point that University B's marketing strategy is focused around raising the profile of University B and is specifically not an advertising campaign.

We have not spent a lot of money for advertising...It's absolutely to raise the profile which we hope will not just increase enrolment. Right now we have over 20,000 applications for 3,000 spots - so one would say that [University B] doesn't need to do any advertising but what we're doing, is we're trying to continue to build our profile and reputation so that of the 3,000 that do come here that it's the 3,000 of those who are the best of those that have applied. We want the best students applying to [University B].

Athletics was also discussed by two of the managers specifically as having a slightly different focus or target but still reinforces the idea of raising the profile of University B. In contrast to University A, University B has invested more heavily in the marketing and branding of its athletics and recreation division because there is a potential future payoff for building University B's reputation. As Manager C pointed out

...the amount of dollars and the amount of opportunity there that can be leveraged with peoples affiliation to their teams and their clubs, you know any survey .... do you remember that English class in first year, or do you remember your football experience ... Football experience usually comes out on top.

Similarly, Manager A from the perspective of athletics and recreation added to Manager C's comments by identifying the purpose of branding as building University B's profile but expanded on this indicating that it was comprised of three main

objectives; namely, alumni donations, community engagement and the recruitment of athletes/students.

...Alumni donations [are] certainly pivotal, pivotal in one of our strategic priorities for our department for the next five years... Community engagement sort of fans... and then recruiting...athletes ... getting them here...there is all sorts of touch points where, you know , from an athlete going to our website and finding applicable information [or] from a coach going and visiting parents...we will have recruits here that come and visit campus and so it's about tours and explaining to them what an athlete kind of life will be like at [University B]...we are recording videos about what it's like to be a [University B Athlete]... and [the office of advancement is] working with us on that right now

Manager A expanded beyond athletics and recreation and related the intent of branding as built around “telling University B’s story” and considered it multipurpose and dependent on the audience they are trying to reach.

our brand idea or our brand strategy is about telling what the efforts of [University B] are and what makes us unique and different to all those audiences in a way that resonates with those audiences...so that if you're seeking funds or benefactors, you would talk about...specific student achievements that have been led by donors, providing for student awards or if you wanted to attract student's, you talk about profiles of students who are doing things while their doing their undergraduate degree but you would do it all focussed on a core idea.

Manager A reported that while the focus is on communicating the brand externally, they do have an internal communication program specifically for creating “brand ambassadors” by communicating the achievements of fellow employees, faculty and students.

### 6.3.2 Brand Structure

Manager B and C described the brand structure at University B as de-centralised. Manager C reported that unlike other universities each department, each faculty, and each dean at University B is given latitude to run their own marketing and branding and the office of advancement simply tries to coordinate it; but without a strong controlling force. For Manager C this works well as it “let's us drive our brand with their assistance as opposed to driving our brand under a larger umbrella”. Manager B described how university advancement acts as more of a guide than dictator.

For us, the most important thing is for anybody here to be responsible for producing any communications or marketing pieces that they understand and reshape everything that they have always done so it's in line with this and we think that that's the most effective strategy as opposed to imposing it or not explaining it or launching a tagline...I mean we've also picked something that's a common denominator regardless of whether you're Faculty of Arts and sciences, whether you're Faculty of Engineering and Applied Sciences or whether you're in the Library unit...we focused on people

Manager A described the brand structure by also referring to the athletics and recreation division as a "sub brand" of the University brand. She reported that they have a different look and feel, graphically, as well as a focus more strongly targeted to the student experience.

### 6.3.3 Brand Identity

Tying into Brand Structure above, Manager A and Manager B describes University B's brand identity as more of a Brand "Idea". Manager A reported that this allows University B to express itself differently depending on the audience they're trying to reach..."if its prospective students, prospective faculty or government support or benefactors...but really the idea centres around and it is just that a brand idea; it's not a slogan, it's not a statement, it's not a tagline". According to Manager A the brand identity focus is:

around people; the people at [University B] who have initiative to pull together to make a difference in the world, and the environment ...so it's really about the people and their initiative and the environment in which they are in to learn think, discover and really make a difference...[University B's] story centres around the people and the people in this environment coming together with initiative and doing something with that initiative.

Manager B echoed much of what Manager A stated but went further and read for me the internal documentation around the "brand idea".

...the brand idea for [University B] is called Spirit of Initiative and I'll read it. For more than 170 years, [University B] has focused on more than just finding bright minds. [University B] has sought people with ambitious spirit; people, who want to learn, discover, think and do, who want to push the limits of what can be achieved and develop ideas that can make a difference in the world. The community that imagines together what the future could be and worked together

to realize it'; that is the [University B] spirit, a bold, enduring, spirit of initiative...so it's community, it's spirits, it's initiative, people don't only want to learn how to think but they also want to do.

#### 6.3.4 Faculty and Branding

Both Manager A and Manager B described a collaborative process involving a variety of stakeholders and inclusive of faculty regarding the latest branding "Campaign Initiative". Of note is that the term "Spirit" ('Spirit of Initiative') was dropped from the title mid-way through the planning process.

We went through a significant process, a consultative process with all of our internal stakeholders including faculty as well as our external stakeholders, as well as our alumni and friends, to talk about what [University B] means to people [Manager A]

...in positioning of the University, we started a brand exercise and we had faculty members involved in that. A lot of them participated in our sessions; a lot of them were very supportive and understood the importance of giving [University B] a very distinct and clear positioning [Manager B].

At the same time, while most faculty members appreciate the need for branding and marketing Manager B also identified that others are more skeptical.

...some faculty have a greater appreciation for the need to build profiles for the University and that's what we're comprehending and you do that through branding and there are some who will never believe any kind of money should be spent on building a reputation for the University by way of marketing and branding itself, so the answer is it depends on the faculty member.

Manager A described the culture at University B as different because University B is a decentralized University in that faculties and schools have their own mission and own identities and therefore the cultures within are different. Manager A describes Faculty's role in branding as essential since "they are our brand". She feels that telling stories about faculty members and about how they are making a difference is critical to University B's success.

Ultimately, the mission of this place is to provide a quality of education for undergraduate and graduate and so the people who do that are the people here who are teaching and researching and blending those two together. So I mean they are the essence of our brand in [as] many ways as are the students...they

may...not think that we understand that in administration, but you know , it really comes down to the quality of teaching the assessment of the quality of teaching, the learning outcomes and what they do; that is our mission. So they are an important, important part of the brand.

In speaking to faculty participation in the brand development process over the last year, Manager A commented on faculty's participation

By the very nature of their jobs, they are supposed to be critical and oh sure, we've had commentary on that...interest from people in terms of what is this going to cost us; is there an expenditure associate with this? And that's why we went out of our way at [University B] to talk about putting a lens on who we are and telling the right stories. It's not about taking out 20 foot digital ads at the corner of Dundas Square in Toronto. It's about defining in a way that makes sense to our audiences who we are and what we're all about here. But have we had people comment on that? Yes, absolutely. And have we had dialogue around that? Sure. And do we listen and say you know, yes, that's potentially an issue or here's what we mean by brand idea and then we educate them on what we're trying to do to differentiate and tell the [University B] story. Absolutely we have

#### 6.4 Faculty Interviews

Over the course of the summer and fall of 2012, fourteen faculty interviews were conducted at University B. Faculty were selected across the University, including the School of Business, the Faculty of Engineering and Applied Science, the Faculty of Health Sciences and in Social Sciences and Humanities within the Faculty of Arts and Sciences. Within each grouping faculty were selected at the full professor level, associate professor level and assistant professor level. Of note is that two faculty at the associate professor level within the business school were interviewed. This was because the author was having difficulty attracting participants and reached out to friends who pressured colleagues to accept, which resulted in two instead of one associate faculty member in the School of Business accepting the invitation to participate in this study. In addition, as with University A, one part-time instructor from continuing education was also selected. Please refer to Appendix B for the characteristics of the interviewees.

The interviews were taped and transcribed and then coded using a grounded theory approached informed by the literature. The coding was initially done manually and then input into NVivo software for further review, and modifications to the coding. After

multiple runs through the transcripts no further changes were deemed necessary and the coding was considered complete.

The following outlines the results and main themes identified through the 14 interviews conducted at University B.

#### 6.4.1 Commodification of Higher Education

To understand the context of faculty perception of branding, it was observed during my interviews that many faculty members at University B expressed mixed reaction to branding activities which they attributed to a growing pressure on universities to adopt a more corporate approach to higher education.

In general faculty members expressed an understanding for branding activities to attract funding which is no longer being provided through government, and yet they expressed equal concern that this has come at a cost of the traditional central purpose to the university culture and experience.

...that their needs to be marketing I think there is no doubt or and/or branding because...I think the public tolerance for spending money on education is reaching ... a threshold. I think both in the market driven model and in the public funding model – right? People need to know why education is so expensive - and they want justification [Faculty member 23].

I suppose it's a bit of a necessity I guess at this point - I mean if the money isn't going to come from government and we are going to attract the best and the brightest to our institution then we have to somehow convince people that we are doing good things [Faculty member 21].

I have mixed emotions about branding exercises because I value the concept of a university as a public service...branding just seems very much more like a kind of profit driven sort of activity so they always seem like a bit of an awkward fit to me...but at the same time I acknowledge that that seems to be an inevitable bind universities are being put in by funding changes [Faculty member 27].

I worry that it takes away from the primary mission of the university. So to me, the primary mission is scholarship and education, but you know I have a hard time articulating why I think it takes it away. I think it's because – I'm worried that the branding ties closely with marketing which then goes into commercialization and therefore as soon as research is driven by commercial

need it is not necessarily in the best interests of the research community  
[Faculty member 25].

This last faculty member goes further to speak about how commodification influences research at the University and how it leads to a focus on short term industry problems rather than long term innovative and ground-breaking solutions she considers necessary to build a better society and has been traditionally the hallmark of University research.

...if it's all driven by how much money can I get from industry today, we'll stay afloat slightly better today but certain key ideas will never see the light. Like pure research will not happen. It cannot happen if it's all driven by industry. So, that concerns me....more short term focused would be one thing. Secondly I think the university unlike an industry is one of the few places where we have the luxury of looking at crazy ideas, not just long term, but let's say crazy. The crazy ideas though that lead to key discoveries in science...[so] the needs of industry [have] become really tightly married with what's going on and that is a bit scary. So how do you separate whether you are doing what you're doing because it is genuinely of scientific interest or because some place is funding you and they have a vague interest and you kind of think it's not that worthy of doing - but you need the money? ...so I think in the short term you keep the university alive, but what university? Like what university do you pass on to future so called 'scholars' [Faculty member 25]?

Others spoke to the increasing number of partnership funding arrangements and the challenges this presents for academic research and the legacy it leaves when the funding dries up.

The idea that you could have private sponsors come in and control or shape academic freedom is probably my main reservation...I think the new large donations to universities recently...and the kick-back that's been felt from the details of the endowments and how that could limit the faculty from being able to engage appropriately with the students to draw out what needs to be done in a critical learning environment, I think is problematic [Faculty member 26].

...most universities now engage in fund-raising, right? We do at [University B]. But what actually happens with fund-raising is that persons at the university have no control over what the funding is used for. The person who gives the funds dictates precisely what they are going to be used for and this has got two



consequences. One of them is that those people who donate funds are structuring the university. They're making a decision about what the university should look like [Faculty member 18].

In addition there is concern that this commodification of higher education and the dollars spent on branding activities are dollars which should be directed more to the operations of running a university and the day to day activities of buying and maintaining the equipment required to teach and do research.

...a lot of resources being put into sort of advancement and trying to raise money and raise profile and all, but for me, I – you wonder ....instead of a classroom? The nitty-gritty stuff that's not very sexy, you know, a lot of our stuff in the lab is really old and broken down [Faculty member 24].

Further, other faculty members identified the concern that the market for jobs seems to be the main driver for student enrolments even beyond the liberal arts but also within the professional schools where that is one of the primary purposes of their educational experience. Students are now identified as customers whose sole goal is to secure a job and who will often select their major (even within a professional school like engineering) based on the opportunities currently found in the field rather than what field might actually interest them or stimulate them intellectually.

...in the sense that I think when we as a Business School move toward seeing students as customers rather than as aspirants to a degree whose value is our primary purpose to preserve then I think what we're prepared to do is make concessions that we wouldn't do otherwise [Faculty member 17].

Right now, the hot ones seems to be Mining and they have got a lot of money lately like some big donations....oil sands and mining in Canada...so students seem to heading to that in terms of sort of job opportunities [Faculty member 24].

While some subjects and specialities promise jobs, others struggle to explain their relevance in a culture which respects education solely as a means for securing a job. This was broadly expressed by many faculty members as to the consequences of pursuing a corporate agenda to higher education which fundamentally alters the relationship between the university and the broader society.

...branding has taken on a particular form - I think particular with rising tuition rates... here are the practical effects of education and here is what we produce

- you know sort of almost the tangible effects of education on society. So in my mind that is unfortunate of course - I am biased. Unfortunately that leads to an increased emphasis on things like the practical sciences...it's much harder to market something intangible like a liberal education...how do you quantify, how do you show that publically...if you spend x dollars then you will be a better thinker, I mean it doesn't sort of translate in that same model, right. So if you are trying to package the university as discrete units and then sell those discrete units as commodities I think that is a mistake because it leads to the fragmentation of the university experience [Faculty member 23].

I was horrified when I heard that [University B] was potentially shutting down the languages department here. So to me even though I'm not in German studies, I'm not in Philosophy, or whatever - those are fundamental to a University [Faculty member 25]

Universities are places where original knowledge is produced and I stress that because a lot of people don't talk about that any more, about knowledge, and its true in Social Sciences and also in Humanities and also Science that it should be a place where people learn to become intellectuals ... That is to say they learn to be immersed in a particular discipline, or a particular area, develop confidence in that, have dialogues about that area and that's not the image, again that's presented about teaching these days [Faculty member 18].

#### 6.4.2 Brand Identity

In exploring how faculty respond to branding practices at universities it is important to first understand how they perceive how the university brand links to university goals and strategy.

##### 6.4.2.1 Brand Purpose

While many faculty members expressed that there was a purpose behind branding universities others echoed the literature and expressed concerns about what the term 'brand' was and whether it even had meaning or purpose anymore. One faculty member expressed that the 'term' brand has been overused while another wondered if it was being misused since it is often presented more like a strategic planning exercise as a 'vision' rather than the reality. Lastly one member strongly identified negatively with the term as it implied advertising which he interpreted as a form of manipulation.

...I guess they [University B] has a brand I mean that word gets used so widely nowadays that it's impossible to think anything doesn't have one. So in that

sense I remain a little bit suspicious of the concept, if it covers everything, it covers nothing [Faculty member 27].

I often wonder whether branding, therefore, isn't the proverbial cart ahead of the horse. I mean, branding almost seems to create an aspirational position for us that we then strive to catch up to with very limited success – so to me branding is a reflective, not a formative thing and the trouble is, it seems to be used formatively. We decide on the brand and then we work to get there as opposed to who are we and how do we capture that in whatever language or terms or visuals or day-to-day work practices that a brand somehow implies [Faculty member 17].

It is branding and it's a real problem because branding, as a word and a notion, is part of advertising and advertising in reality is designed to manipulate... and the University shouldn't be in the business of manipulating. What we should be doing is saying precisely what we aspire to be and allow ourselves to be judged on whether we achieve that or not by the students [Faculty member 18].

One faculty member was quite specific and clear about how he defined branding, although he also argued that universities do not do this well.

...[f]or marketers, it's probably more thought about as building a set of associations between your identity in the marketplace and some set of characteristics that are thought to be influential in somebody's product selection...your brand is basically making a promise to a customer and your organization has to keep that promise, so when you make this brand statement, you have to be prepared to align every aspect of your operation around making sure that the customer gets the experience you're promising them with your brand. And my sense is that most schools do not do that. They will articulate a brand promise but at the end of the day, they are not prepared to change what they do in a sufficiently meaningful way [Faculty member 19].

While many faculty members have mixed reactions to branding as a concept they were able to identify several reasons for branding the university, predominately related to recruitment, funding, community engagement and enhancing reputation.

#### 6.4.2.1.1 Recruitment

While one faculty member expressed that he felt branding had little influence on undergraduate choice and was more simply a reflection of where their friends were going, others felt more strongly that branding was an important influencer in the

recruitment of students at least at the national or provincial level. Further, many faculty members echoed management's view that the overriding goal of branding is to raise the profile of University B, emphasizing the importance was not so much for increasing the number of applicants but in getting the right fit of student, particularly at the graduate level.

We have to attract the stellar students and good quality applicants and PhD students and the like so from a micro-perspective I think it's so important the way we develop the brand and get that image out there [Faculty member 15].

...because we get upwards of 500 and 600 applicants to our programs every year anyway...what we are doing is really trying to communicate with students - potential students, so that they get who we are and what they will get...we like to hope that if someone's sitting there and they've got an offer from [University B], an offer from [University X] and an offer from [University Y]. that they look...not just think of practicality, but also think about what school is best aligned...with my goals as a future professional [Faculty member 22].

In contrast, while recognising the importance of brand activities in a national context, others faculty members acknowledged that this recognition did not extend much outside Canada which makes recruitment of international students more challenging, while other recognised the importance of building the brand specifically for this purpose.

We've had tremendous success at recruiting in India; we've had some success in recruiting from China; we've had very little success recruiting in America so I think places where Canada is thought well of, we're fine but we're not harvesting thousands of applicants from places...I think to that extent we probably have the same profile abroad that most Canadian institutions of any kind have abroad which is almost none. I mean, Canada is not on too many screens outside of Canada. People are not talking about Canada [Faculty member 17].

...its crucial for the MBA programs – our students come from around the world and they're not going to come ... from Bangalore unless they have a reason and the reason is brand [Faculty member 20].

Other faculty members spoke of the importance of branding for cultivating and building relationships with industry and the cross relationships this has with recruitment of students, both at the undergraduate as well as the graduate level.

...having an external image is important not just from the point of view of attracting students but also from the point of view of attracting industry collaborations to [University B] and then that sort of attracts – helps us attract graduate students as well and new and nifty projects [Faculty member 21].

One faculty member in particular spoke to using branding more as a marketing and advertising tool to attract not only the best students but to attract certain populations like women to engineering because they are under-represented. However, it is important to recognise that in describing a photo in a marketing pamphlet put out by the faculty of engineering and applied science one faculty member described it as somewhat disingenuous or manipulative.

Trying to attract women, so they're trying to show – hey look we've got women, but they happen to be the entire class of women [Faculty member 25].

#### 6.4.2.1.2 Raising Additional Funds

Without question most if not all faculty members identified fund-raising as one of the primary purposes for branding activities at University B, whether the funding comes directly from alumni or externally from industry. One faculty member also implied a degree of manipulation through stories which ignore infrastructure issues in order to get donors to open their wallets.

I think that to the extent that universities feel squeezed for money, is sort of the extent to which they will get out into the advertising and branding game...the result of feeling less supported by government and so needing to look for sources of money outside of the public sphere [Faculty member 27].

...because the government percentage of what we get is going down, we therefore have to look for different ways to fund programs. We have to look at different ways to do things [Faculty member 16].

Right now, the hot one seems to be Mining and they have got a lot of money lately like some big donations [Faculty member 24].

So the short answer is the University has to tell stories to donors that make the donors feel good - even though the fact of the matter is [that] we are sitting there on, about as objectively and outstandingly large maintenance backlog and it ain't sexy [Faculty member 24].

Some faculty members openly discussed the necessity of fund-raising as a means to encourage innovation in educational programming suggesting that without new funding,

programs are just barely treading water and there is little incentive for the risk of trying something new and different.

because of the funding ....it's very difficult to do anything different ...it's easy to be cynical but I think they are probably pretty overwhelmed with just trying to keep things [going] [Faculty member 24].

...Because realistically, the only way I believe that we can grow and do things a little differently and be a bit innovative is to be externally funded because otherwise you're so hide-bound by what the University's protocols and things are...If I'm externally funded, the money is coming to me. I can hire what I need [Faculty member 16].

While most faculty members expressed an understanding for branding activities as a means for fund raising this often came with an equal concern about the challenges and trade-offs that often come tied to seeking these large donations from industry.

I would hope that for the most part people who donate to a university, donate because they see value in what the university does and want to support that and let it do it, rather than donating money to the university because they want to somehow make the institution beholden to themselves [Faculty member 27].

...the new large donations to universities recently, I think of [University X] and [University Y] or [University Z] and some of the kick-back that's been felt from the details of the endowments and how that could limit the faculty from being able to engage appropriately with the students to draw out what needs to be done in a critical learning environment, I think is problematic [Faculty member 26].

...most universities now engage in fund-raising, right? We do at [University B]. But what actually happens with fund-raising is that persons at the university have no control over what the funding is used for. The person who gives the funds dictates precisely what they are going to be used for and this has got two consequences. One of them is that those people who donate funds are structuring the university. They're making a decision about what the university should look like [Faculty member 18].

It was also interesting to hear that departments differed on the value of the donation they would be willing to accept to name their school which was interpreted as a reflection for the funding stress they were under.

...the Department of Mining within Engineering is now called the... I don't know what, I can't remember their title now, but they're named after someone who gave them \$10 million dollars...I've told our Office of Advancement, you find me \$10 million and I'll name the school whatever you like [Faculty member 16].

...We [Business School] had somebody offers 30 million this year - we wouldn't take it... it's still like a lot of money, but really only funds two positions and one somewhere else where it's just not really moving for us [Faculty member 20].

#### 6.4.2.1.3 Community Engagement

Community engagement was also brought up frequently among faculty members. Community included not only the surrounding external community but more often faculty spoke about the internal community particularly the faculty, staff and students.

Several faculty members commented on the relationship the university has with the town and the external community and how this impacts on University B's brand. This was particularly relevant to the health services programming which specifically branded its teaching, training and research which is based in on a community centred model. But other's also commented on the swag that students where in class and outside in the broader community.

So, we can tell you that we're a school that really focuses on community development. We focus on team based learning. We focus on newer models of practice and communities [Faculty member 22].

[University B] really does... seem to have - like this collective spirit which is [University B's] and you know people wear [University B] stuff all the time and it's you don't have trouble walking you are probably aware of this ... on the street, you will have trouble seeing somebody not wearing [University B] stuff right, a [University B] scarf or their tam even to class [Faculty member 21].

One new faculty member spoke at length about his faculty orientation to University B, speaking about being welcomed into the community at [University B] and the significance this played in his decision to accept a faculty position at University B.

...first week, even for the first few weeks that I was at [University B], there were a lot of orientation activities, meetings to make sure I meet with the Director, the Dean, all the other people and when I was there for the interview, they had gone through the effort of taking me for a tour, looking at the recreational

centre, looking at the Faculty Club and all the other things; that even though they may not be important to people but they want to make sure that people have a sense of what [University B] life could be and what life in [X city] could be. And definitely, I mean ....people care, they do demonstrate, at least in my environment, they care about whether you're happy there or you have problems, because even now I mean, my Director still asks me from time to time... are you happy... they value that you are a member of the community within that school, they want to nurture you and they want to make sure that there's an identity there and people are happy...at the end of the day from work, you want to have a sense of satisfaction, you want to have a sense of the community that you work with, it's all about who you work with. It's not so much about the nature of the work. The nature of the work is the same everywhere. It's all about competing for grants, it's about writing, it's about slaving away to get your research going. But the difference is in terms of who you work with and how you work with people [Faculty member 15].

Others spoke at length about engaging students as part of the internal community and the importance this plays in branding. Many faculty spoke of the deep connections formed at [University B] between students and also between students and faculty and how that has lasting impacts on brand loyalty.

Everything we do is branding, every class I give in 5 years ... [students are] going to remember that class and I call former students and we'll do this and that ... we use branding in that sense [Faculty member 20].

An environment that is close, neat, that has a certain amount of prestige that has a very loyal alumni base, who's parent will send his kids and his grand kids to this university because of that loyal sense of you know we are part of this institute [Faculty member 23].

#### 6.4.2.1.4 Reputation and Differentiation

Connected to community is the theme of reputation and differentiating University B from its competitors. Many faculty members expressed the brand purpose as a means to differentiate and distinguish themselves from others, particularly from University A.

...we can advertise the location as you know a beautiful city lakeside - lots of it people are into sailing, kayaking, canoeing - there is so many recreational



opportunities around here so maybe you're not trying to attract the people that want to live in downtown Toronto [Faculty member 22].

...the provincial government wants universities to differentiate themselves... what makes us different ... people are doing a lot of research but there is also still a really big emphasis on the undergraduate teaching. And so we are great at both... [or] you [could] make the other argument that we are not doing either very well [Faculty member 24].

I have some reservations myself even though I understand the benefits and I understand that we need to have some sort of differentiation, otherwise we're going to die [Faculty member 26].

One of the most commonly expressed opinions was that the brand purpose was to establish this innate sense of community at University B and how that reputation is instilled and transcends all the schools and faculties and in fact crosses generations which is a unique feature to the University B brand. How the football games, cheers and swag impact on the reputation or 'spirit' and differentiate it from other universities.

...the School of Nursing at [University B] - so I think we do try to raise the image a little bit and from that perspective, don't mind the branding so to speak that much because I think it creates a...sort of harmonizes our values and create a common platform to communicate and we take pride in what we do and attract students [Faculty member 15].

...when I think of [University B] I think of a certain, I think Scottish, I think proper. I think 'Oil-Thigh'. I think of all those things actually. I think of homecoming. I think of the football game. I think of all of that as part of [University B] [Faculty member 26].

[University B]'s spirit, everything is the [University B's] spirit, ... you know you picture the [University B] and ... you know Oil Thigh and the Frosh Week events and the you know Purple Engineers...Tricolor faces yeah all of that I think and it I think that does seem and even on campus I feel like it does permeate all of the faculties and all of the, everybody is really united ...does seem to have like this collective spirit which is [University B's] and you know people wear [University B's] stuff all the time ... you will have trouble seeing somebody not wearing [University B's] stuff right, a [University B's] scarf or their tam even to class [Faculty member 21].

...lot of fantastic traditions at [University B], a lot of great history [Faculty member 24].

An environment that is close, neat, that has a certain amount of prestige that has a very loyal alumni base, who's parent will send his kids and his grand kids to this university because of that loyal sense of you know we are part of this institute [Faculty member 23].

While most faculty expressed a certain alignment with brand purpose being about raising the profile and reputation, one faculty member expressed concern about branding and building a reputation which they found to be at odds with their own personal values and identity.

...one of [University B's] slogans is, and I'm not sure if it still is, '*Leaders of Tomorrow*' and I find that appalling actually, because it first of all makes the assumption that you have to have leaders who've led and that's a problem to me and secondly it's making a claim to be an elite status and I think that is a profoundly undemocratic self-presentation. It might be accurate and it probably is in terms of the orientation of the people at [University B] but I personally do not feel happy about working in an institution which has that self-perception and self-representation [Faculty member 18].

#### 6.4.2.2 Iconography

To better understand how faculty perceive branding and brand activities at their university it was important to explore the iconography at their university and the importance they placed on, icons, emblems and brand templates. Many faculty members at University B spoke of swag indirectly as a means to establish community and later when asked directly about their use of swag and other university icons most faculty members reported participating in the use of various forms of university iconography.

I have an umbrella over there so that I can open it up, the Robert M. Buchan Department we have lots of branding stuff so it's the Buchan Department of whatever mining now...[University B] really does ... seem to have like this collective spirit ... people wear [University B's] stuff all the time and ... you will have trouble seeing somebody not wearing [University B's] stuff right, a [University B] scarf or their tam even to class...they show pictures of people wearing their jackets you know and the different activities at Frosh [week], those

are all pictures that are in those marketing brochures and they are all related to spirit if you like it [Faculty member 21].

Interestingly the same faculty member expressed that in his department there was some discussion with other faculty members about how everything they had was branded with “University B” so they chose to create stickers which only branded their “School” without its affiliation with “University B”. He did however, indicate that when they do presentations “our slides say [University B] and then it says our little MS”. Some faculty members when asked about whether or not they themselves use the Universities iconography faculty reported they made up their own slides but usually incorporate the University B icons in there somewhere.

...for me I usually have just logos on like the first and last slide [Faculty member 21].

I make my own slides; in recent years I think I put at the bottom of my first title slide a [University B] logo [Faculty member 25].

Many faculty members talked about the use of colours and logos and making sure they aligned with University B visual identity, trademarks and logo they also talked about how this has impacted their own faculty and school branding.

I know that in terms of logos for example, copyrights, you know that's all done. Obviously when we brand, we have to make sure part of the message in our own branding is about [University B] as the University, as the institution, the history, where we're located. But the vast majority, that is about our school and who we are [Faculty member 14].

...we actually are discouraged from having a [departmental] logo. So they want us always to use [University B] logos and we can't interfere; we have a whole communications booklet which tells us which colours we can use, in what combination we can use and how we can use the logo; so we tend to use it in its red, blue, yellow configuration all the time and then when we want to, we just use it in the black and white ...our [Faculty] colour is actually green which is a very marginal colour in the [University B's] colours; there's some greens and some beiges and that was because the Faculty of Health Sciences, when we got our new Dean, wanted to brand us so we looked like the Faculty of Health Sciences and he chose blue for medicine and we at Health Sciences got red and if you go into their web pages, when you go off the FHS pages, they'll all

look blue if you're in Medicine; they look red if they're there and we tried to go yellow but of course on the web, it just disappears. So that's why we went green [Faculty member 16].

#### 6.4.2.3 Leadership

Important to understanding how faculty members respond to branding is appreciating what faculty members perceive the role of leadership is in driving brand activities at their university. Faculty members at University B also spoke to both support and leadership when it came to communicating a strong and consistent brand message. Many faculty spoke about their Dean's and were quick to point out how supported they felt from their respective Dean's and the communication they received from them about brand initiatives. There was also some further discussion about how the financial pressures their schools were under and the impact that was having on their brand and how their institutional leaders communicated that message.

I personally feel supported in my efforts but not because of Central Admin, but because of my Dean. My Dean is, I think, and in fact, with the exception of one of our Deans in my time at [University B], they have all been what I would call servant leaders. They get us the resources and then they get out of our way. And to me, that's what always made [University B] a great place to be [Faculty member 19].

...our dean, for example, came to our recent department meeting, she sort of, I feel, was, she gave us a bunch of slides to talk about where [University B] is heading in terms of; it might have been related to the current advancement push, but I felt she was kind of telling us, 'Here's how we're presenting things, or branding things.' So she was sort of describing we're going to have innovation as one of our focuses and da-da-da [Faculty member 25].

...it's easy to be cynical but I think they are probably pretty overwhelmed with just trying to keep things...the dean was in the meeting last week and I mean I believe her, she said like we've no money... there is just enough money to keep the operating budget going like not even to repair things ... And it's just going to get worse because like essentially the major expense are salaries, which basically just go up [Faculty member 24].

Interestingly others expressed the complexities of universities and the locus of power and how difficult this makes it for leadership, particularly as it relates to communicating a single clear brand identity. The approach University B appears to have taken is a

loose hand, letting the individual faculties and schools direct their own branding. This is viewed as a strength by some and as a weakness by others.

...I think in a sense, universities are the quintessential brand management places in that our so-called program managers or brand managers are the same here as they are at any major marketer. They have bottom-line responsibility for the performance of their brands but they have no legal authority to do anything [Faculty member 19].

...faculty members are competing for merit, for tenure based on system that is not clearly defined for them and I would say that's because administration hasn't decided exactly what is it is that they want to be as an institution and that comes from talk [Faculty member 26].

...unfocussed, well I think basically, it's engaged in wishful thinking really because there's always talk about, there's a lot of talk about innovation and stuff, but the resources made available...? So ... I wouldn't say that the University Administration has always been terrible. But I think this is a very bad administration, one of the worst. It's clumsy, it's coercive, it's authoritarian [Faculty member 18].

One faculty member did not describe the leadership as decentralised or as a loose hand approach, and in fact spoke to a much more direct central administration involvement and further articulated that they felt this was perhaps a necessary approach given the nature of faculty but may not be the best approach if your goal is to change behaviour.

They're not collaborative processes. It's not about integrating the faculty into what's going to be happening. It's a decision from the top and that's it....Consensus style decision making is wonderful, but it can take years and I think that it's difficult for those who were purely in administration especially at the administration to understand how it is that faculty members don't want to fully engage in these processes a hundred percent of their time. It's because it's a tremendous pain in the butt and it doesn't actually drive towards the things that are supposed to make us successful where, the reward systems are not commensurate with what behaviors they want to broaden [Faculty member 26].

Many faculty members offered specific opinions regarding the senior leadership at University B and their communication with faculty about University B's brand activities, some positively but many with reservations.

I think our Principal ... is trying to you know sort of I think he is definitely trying to interact with people more than some of the previous principals and I don't always agree with kind of his vision of things, but I think he is trying to make an attempt to do that. I know ... the provost is, I think he is making sort of an attempt to try to have more sort of open forums and town hall meetings about budgeting and things like that. You know our dean came to our department, and she comes pretty regularly you know once or twice a year... she is trying to push for a new building... So yeah I mean I think they are you know I think they are trying to make some attempts for sure. So yeah I mean it's I don't think it's perfect and it's you know you always argue for more [Faculty member 24].

I actually describe my relationship with the University as benign neglect. Really, they leave me alone. They're not that interested in what we do. They don't really care, I always get the feeling. It's a very...the University is very Arts and Science focussed and I sometimes feel like the professional programs are a bit of an embarrassment to them [Faculty member 16].

...the principal is in well over his head ... and as a consequence he is focusing on the pieces of the action rather than the whole action [Faculty member 20].

...no, I can tell them honestly, that I think they are missing the point about their brand, I really do. I think that what the brand is according to the students and according to the faculty and according to alumni for some reason is being abandoned by the management in favor of a very different model...they are missing the point about what makes [University B] interesting and special [and] attract students - and in a way they are being pressured into abandoning their brand as it is perceived by those who participate in it [Faculty member 23].

#### 6.4.2.4 Brand Structure

Turning to brand structure it is another way to understand how faculty respond to branding activities at their university. While University B is considered a mid-sized university, many faculty members still described the brand structure as fragmented.

I think that's part of it and it's also the lack of a collective single mission and more about...I think most of us are tied to the place by program rather than by, shall we say, institutional commitment....The trouble is that we are not very cohesive and we, who are we is not a question that we have a very good answer to. We are the bucket called the Business School. Big deal. What do I

share in common with the Geology Department? Beats me. Because I don't know them. Why would I have to [Faculty member 17]?

Obviously when we brand, we have to make sure part of the message in our own branding is about [University B] as the University, as the institution, the history, where we're located - But the vast majority, that is about our school and who we are [Faculty member 14].

Interestingly, other faculty member went further suggesting this fragmentation went further than the faculty/school to the individual program and some suggested this is often reflective of the specificity of their research. Others also demonstrated the fragmentation by describing separate taglines distinct from the University B brand.

We brand at the program level. We don't brand at the institutional level... all we're doing is reflecting a philosophy of education when we adopt multiple brands. What we're saying, is it's not all the same. You know, it's not a case of video-conferenced MBA is better than in-person MBA because it's not for all people. For some people, video-conferencing is better than in-person but not for everybody, right? ...So obviously I don't use the same marketing and advertising campaign to reach high-school students for our undergrad program that I use ... to reach Executives to come to our Exec Ed programs, right? I mean, that's a different level of segmentation altogether. It's more tactical [Faculty member 19].

So it's I mean the other part is I think just the way - sort of the academic world it's just fragmented in terms of like what we study like everybody's study is such a tiny little sliver of knowledge that you tend to just look for other people [with] similar little slivers [Faculty member 24].

School of Nursing's brand is, I have to get this the right way around, *Caring to Learn, Learning to Care* and that's our brand which we came up with. We often reverse them but it's this idea that you care enough that you want to learn and what you're learning is you're learning to care for people, so it's those kinds of ideas [Faculty member 16].

[The Faculty of Engineering Brand is] Inspiring Greatness [Faculty member 21].

In contrast, while perhaps implied both other faculty members, one faculty member clearly described the brand as more differentiated while still maintaining a degree of consistency with the broad brand element of University B.

make sure there is consistent effects with [University B], but there is nothing in the [University B] mission and the [University B] vision that doesn't fit with what we are doing [Faculty member 22].

Some argued that their faculty name no longer truly captured the essence of what they are and felt they needed to create a new tagline which reflects their unique brand more accurately.

...our department, civil engineer tends to be just a huge umbrella and sort of covers like a huge swath of different areas. So they are saying you know like civil engineering doesn't really explain what - who we are anymore so we were thinking about changing the name of the department. It came back to the sort of tradition again that well you know alumni would be looking for you know civil engineering they won't find it anymore and now assuming one under something ... So we added sort of a tagline to that, Natural and Built Environments [Faculty member 24].

#### 6.4.2.5 Athletics, Fraternities and Sororities

Athletics, Fraternities and Sororities were often raised in my interviews at University B as a means for faculty to compare and relate their perception of brand experiences at their current university. Similar to other Canadian universities, many faculty members came from universities in the United States where athletics plays a much greater role in branding the institution. In contrast to University A, University B does reflect a good deal more attention to athletics but still not to the degree of their US comparators. One faculty member summed this up as:

I mean I saw a lot of things that you don't see so much in Canadian schools like a big emphasis on athletics, and a big emphasis on fraternities and sororities - all these thing you know the athletic teams and the sororities and fraternities have a very large presence on campus [in US based universities]... where they regularly draw tens of thousands of people to their games. And these are huge money makers for the universities, which I don't think they are here, I mean there might be money makers, I don't think they are huge, you know [a] football coach at U.S. universities makes \$3, \$4, \$5 million a year [Faculty member 27].

#### 6.4.2.6 Identity Descriptors

To better understand faculty perception of brand identity at their university, each faculty member was asked to select from a list of common university descriptors, three descriptors that they felt described how University B saw itself and for which the



university would want to be recognized. The following diagram is a visual representation of the responses collected. Please see Appendix C for the sample handout and specific answers provided by each faculty member.



#### 6.4.3 Organizational Culture

I turn next to explore the organizational culture at University B and the co-creation of brand meaning as a way to better understand how faculty members perceive and respond to University B and the institutional brand.

##### 6.4.3.1 Collaborative

Many faculty members described the culture at University B as collegial and collaborative, particularly when speaking to the interactions with other faculty members, but also importantly in their interactions with students.

I had a lot of support and a lot of people you know - lot of good friends and it's you know I have had sort of senior people help me just in terms of like writing research grants and advise and things [Faculty member 24].

...so I think it's reasonably collegial at [University B]... probably most of it works reasonably collegially [Faculty member 25].

...It is most definitely collegial. I believe that we all try to get along... while we are vastly different, while we operate in entirely different hemispheres, it really doesn't matter. As long as the other person is really good at what they do, we all win by association and I think that's the over-arching philosophy. I really don't care what you do. As long as you're great at it, we all win [Faculty member 19].

I remember at Senate the discussion about the naming of the Mining School because in fact, how it was presented to us at Senate was that the Mining School is going to be given a large donation and we want to name it in their name. We didn't even know who it was because they did not want what had happened at York. They didn't want the public to find out if [University B] decided no, because they didn't want to embarrass the family at all. There was so much discussion at Senate about whether we have the jurisdiction to approve something that we didn't actually know what we were approving. A great deal of discussion [Faculty member 16].

[University A] would say well you come to work for us, it's an honour, that's the image and the brand because we are the best school in Canada versus [University B's] it's an honour that you come for an interview, it's an honour that you've selected [University B], to join the faculty so you see the two perspectives... we all work together very well. We all aspire to be collaborators. We all try focussing on how to generate research and create knowledge in a very collaborative manner [Faculty member 15].

...here the culture is a very good dean who fosters a very good sense of community and we do feel a sense of pulling together, and fighting the administration for every penny we can get from... We're the best in many ways and, but we work together at it [Faculty member 20].

I think it's a small university so after you're here for very few years because of all service you do, you can have all these different communities and you start to know people all over campus [Faculty member 22].

...if you're a student at [University B] you will actually...you know, a Professor might know you by your name as opposed to some of the larger factory institutions where you're a number [Faculty member 17].

...classes are small and you meet your profs and you feel like you are part of the smaller university when it comes to teaching that is, you know I know there is names of a lot of my students [Faculty member 21].

I would say it is a culture of...it's not a hierarchical culture whatsoever - it is a culture of colleagues ... it's that students there are treated as colleagues, and that's the thing that students have always talked about. We can go talk to faculty anytime. They're always open; they go out to have a drink, we go out to have dinner with faculty, we can talk to them about anything. There's an

openness that's there, so it's a collegial...it's not to say there's not fissures and strains... our Faculty Board does sit down, have those discussions and very rarely do I see negative votes; there may be one or two people who are real sticklers against something but it's usually by consensus that things are agreed to [Faculty member 14].

While collaboration may be considered the ideal culture, some also commented on the challenge which can result from an overly collaborative and collegial culture where decision making can be hampered and how the nature of collegiality has changed in response to a more marketized and commoditized higher education environment.

Consensus style decision making is wonderful, but it can take years and I think that it's difficult for those who were purely in administration especially at the administration to understand how it is that faculty members don't want to fully engage in these processes a hundred percent of their time. It's because it's a tremendous pain in the butt and it doesn't actually drive towards the things that are supposed to make us successful where, the reward systems are not commensurate with what behaviors they want to broaden [Faculty member 26].

...when I was on the job market and I interviewed at [University B] which was 10 years ago now, I can say that it was very noticeable how much more collegial it was here than at other places I interviewed. So I had a very, very strong initial response that the people here are happier and get along better than in other places [Faculty member 17].

#### 6.4.3.2 Competitive

Although the predominant theme was a culture of collegiality, some faculty members also expressed a competitive nature to the culture due to an increasingly marketized and corporate environment at the university which has made its way into the promotion and tenure system.

The worst ones actually are the Assistant Professors who are on tenure track who are very conscious of status differentials and pretty much want to level up to join the adult table and for some reason, they feel it very, very important for them to have people who are below them in the hierarchy which I think, whatever, I don't care [Faculty member 17].

Several faculty members commented on the increasing financial constraints as a factor in the changing culture of collegiality to one more typical of a competitive corporate environment.

... [I] think that we have been under a kind of constraint of ever tighter resources over the last few years especially since 2008. So we had like 3 years straight of budget cuts and hiring freezes and people retiring and not being replaced and I have noticed that in that time period roughly since 2008, here and in other departments more conflict has been brought to my attention [Faculty member 27].

Then you have all of the other components that are competing for an envelope of money. We're pitted against one another as a group. So we tend to be divide and conquer... faculty members are competing for merit, for tenure based on [a] system that is not clearly defined [Faculty member 26].

Tied to funding one faculty member commented on the competitiveness to attract students into a specific program.

...it's definitely competitive. I think that's for sure true and when it comes to research and departments are competitive here maybe within the faculty for students to get the best students [Faculty member 21].

#### 6.4.3.3 Distrust

Similar to the previous case study, to fully appreciate and understand the complexity of faculty perception of branding it is important to recognize the distinct theme of distrust which arose in some of the interviews with faculty members at University B. In particular, when speaking of their relationship with university administration, an element of suspicion or mistrust surfaced into some of the discussion. Many faculty members brought up previous labour negotiations with administration and expressed feelings of both distrust and even betrayal.

...when Principal [XXX] came to [University B], he'd sort of tried to get a vote through, that didn't go through around voting to freeze [wages] - like we had a collective agreement. So let's say our collective agreement, again I don't remember the numbers, but let's say at that time said, for this year you'll get a blank percent increase, the next year it will be Y, the following year it will be Z. And he was trying to get the faculty to vote to just freeze it. So essentially roll back the agreed upon collective agreement numbers and that created a lot of tension, I think. I think that it's blown over, but I don't know, for some people if they feel distrust [Faculty member 25].

I think it's a mix, and changes over time and so sometimes the feeling is bad... For example when we are in labor negotiations and so on, when there are a lot

of cutbacks, people were not happy and so it became a real administration-faculty divide. And so people have a lot of distrust of the administration [Faculty member 22].

...the administration to the faculty relations, well, it's been an odd time because I came in as Head, right when there was a rather acrimonious negotiation because of the cessation of the old collective agreement between the faculty and the university and the new one was being bargained. And it was rather I think for sort of historically by [University B] standards a pretty acrimonious negotiation [Faculty member 27].

In contrast this same faculty member expressed sympathy for administration perhaps a reflection of his dual management role and the challenges administration faces in reconciling the reality of fiscal constraints on universities.

...on the other hand having been a Head now for about a year and a half, I have had a chance to spend a lot more time interacting with the administration and by and large they found the administrators to be you know straightforward people trying to do their best for the university and do their job [Faculty member 27].

#### 6.4.3.4 Academic Freedom

In speaking to the culture at University B, many faculty members still strongly believe in and feel the need to support and fight for a traditional culture of academic freedom of expression and the ability to voice your opinions even when they might be considered controversial and at odds with their colleagues or the administration.

Here, the over-arching culture tends to be, you know, unless it's really upsetting to you, unless you get a strong, you know, empirical reason why you don't like this change, if you're not teaching in that program, if it doesn't affect you, then just don't be there. I mean, make your point, but you know, don't go on a rampage. At the same time, if something is going on and you are violently opposed to it, then I would hope you would be like a dog with a stick and fight it tooth and nail. You know, and those things come up from time to time and we argue about it but it's not a dysfunctional family [Faculty member 19].

This concept of having somebody come in and dictate to you, what you can discuss, what you can teach, how you're going to promulgate the information, I think actually cuts into the concept of critical thinking, the ability to criticize and to open discourse about things that could be considered controversial. If you're

asking what my main reservation would be, it would be academic freedom [Faculty member 26].

#### 6.4.3.5 Faculty Engagement with Branding

Turning to faculty engagement with branding is another way to explore how faculty perceive and accept branding activities at their university. When faculty were asked directly if they were engaged in any branding activities at University B, a variety of different responses were noted. Responses ranged from helping develop websites, engaging with students, swag and using logos on PowerPoint's during conference presentations.

...update the website. We were I think trying to do some of that for our department internally because yeah the website is terrible, it's just boring and ... it doesn't really explain what you do or the breadth of what we are doing... Yeah there are so many things that you could have you know just video clips and things you know research and things that are going on [Faculty member 24].

I get one or two emails a day from former students on stuff and I do my best to get back to them and you know, as best I can and a lot of it is just, let's call it, brokering connections between people [Faculty member 17].

...we engage in to keep ourselves connected to our alumni for example. So we publish a newsletter that we send out to people. We invite you know former students in the public to our colloquia talks and you know. And so we do have the people who donate money directly to the department, we have you know a page on our website where you can do that. So we sort of have these procedures in place that we do but we don't really have sort of what I would call a campaign where we are sort of actively setting targets and branding ourselves in a certain way [Faculty member 27].

...usually when we go to present or we talk, our slides say [University B] and then it says our little MS [mining school]... I have an umbrella over there so that I can open it up, the Robert M. Buchan Department we have lots of branding stuff so it's the Buchan Department of whatever mining now ... my photo appearing in brochures and other things like that [Faculty member 21].

...the tagline and we often have a slide which has our mission, our vision and our values and that often appears as a slide when we're talking about the [University B] School of Nursing, that slide would come first and then you go on

to whatever else you're doing. So we try and do that so that people recognize that those are our colours and this is what we do [Faculty member 16].

Other faculty members have been more directly involved in branding activities, like one faculty member who described her experience on a committee coming up with a name for the Learning and Teaching office.

...he said, 'We need to re-brand ourselves' - ... So it became The Center for Teaching and Learning. So in other words, the re-branding had to convey the learning aspect, it had to have an easy acronym, excuse me, not the Center for Teaching and Learning, TLC the Teaching and Learning Center. It's good to have the acronym, TLC, it was kind of cute, sorry I can't even remember what it was, obviously this brand didn't stick all that well with, but it had teaching and learning in it, whereas our previous one maybe just had the teaching. Plus we had to pay attention to acronym and pay attention to how it would sound if a donor was in front of it [Faculty member 25].

Other faculty members highlighted how they are becoming more aggressive in their branding activities in an effort to attract funding and the right students to their program.

our program is going to be really working on something to say like how do we communicate that ... and get people interested. And so one of the things was we were looking [at was] redesigning our web pages a little bit and a lot more needs to be done, but we're setting that for our whole school's visioning at the end of the month [Faculty member 22].

Some faculty expressed how they themselves became the target of the branding and marketing campaigns to raise funding for University B but didn't feel particularly that it was manipulative or coercive in any way.

...everybody gets an individual letter in their mailbox, and so you're both a part of the 'initiative' and a target of the 'initiative', which is an interesting dichotomy, so you feel like a little bit different when you start realizing that we are on their list. And sometimes that I used to say like I would say you know this is all stuff to alumni and so I think, oh I am not alumni in [University B], but then they sort of, I think, realize that and so now it's just out there reaching out to people who are part of the [University B] community [Faculty member 22].

We are asked, every time there's a major University campaign, faculty is always asked to make a contribution. It's what we jokingly call feeding the hand that

bites you, but there has never been any kind of coercion or requirement.  
Nobody keeps a record, nobody publishes anything [Faculty member 19].

In particular one faculty member expressed how important both students and alumni are to the business school brand and how it is his job to engage students and how this in fact reinforces the brand on several levels including their experience as a student and then later as a future employer of other students from University B.

So I need to talk more about the experience that's going to happen, what the students are going to get - going through this and what we're looking [for] from the students, how they're going to contribute and how this is building on the brand....when I'm talking to alumni, there's a different way that I need to...the promotion of the brand ... it's your degree and I need your help to make the degree worth more... A lot of them are sending our alumni back to interview [our current students] [Faculty member 14].

#### 6.4.4 Brand Image

Having explored how faculty perceive their university wishes to be seen by the outside world it is equally important to also explore how faculty feel their university is perceived by outsiders to their university.

##### 6.4.4.1 Reputation

For many faculty members when asked their perception of the reputation of University B outside the University, most perceived the reputation of University B as signifying a prestigious but smaller and more intimate University with a strong degree of loyalty and sort of collective school spirit.

I perceived [University B] when I was applying for undergraduate... I think the sense I got from [University B] was a sort of kind of exclusive, prestigious sort of smaller school [Faculty member 27].

...pictures of people wearing their jackets you know and the different activities at Frosh, those are all pictures that are in those marketing brochures and they are all related to spirit if you like it...classes are small and you meet your profs and you feel like you are part of the smaller university...we have this reputation for spirit and we have you know this prestige thing [Faculty member 21].

...when I think of a [University B] brand, I think of ra-ra togetherness. I think of the grease pole and frosh week and all these kind of activities and that kind of



bonding. That's good because if you're bonded and connected you can feel happier and do better work [Faculty member 25].

I think if you ask the students, they would say...Limestone buildings, old, very small, you can walk from one side to campus in 10 minutes, you know people, you go to classes with others, you know, we have a great football team, they would say things like that but it's [University B] - that's the brand [Faculty member 16].

...that kind of experience a whole package in which you know it's an environment which is not urban but therefore self-contained with the kind of relationship between the students and the students and professors where you can engage with ideas and you can kind of exchange, you know its marketing experience like that, I mean in a way that preserves the notion of the university while at the same time explaining to everyone else what it is that they are paying for and what they are getting [Faculty member 23].

Painted face, jacket wearing, small sort of private schoolish mentality. I think there's some aspects of that, that's still alive [Faculty member 26].

We're the best in many ways and, but we work together at it [Faculty member 20].

#### 6.4.4.2 Image Descriptors

To better understand faculty's perception of brand image at their university, each faculty member was asked to select from an identical but scrambled list of descriptors, three descriptors of how they perceive University B was seen from outside their University.

The following diagram is a visual representation of the response collected. Please see Appendix D for the sample handout and specific answers provided by each faculty member.



What became immediately apparent was the perception of Image has some unique differences from the Identity descriptors with the words “Spirit” and “Intimate” more prominently reflected in the image of the institution and words like “Research Intensive” being less represented in University B’s perceived image.

Instead of intimate, I would use small, so I’ll put it in here because I think that’s what they would really say. It’s heritage and it’s small...I don’t think undergrads would know that it’s research-intensive. I don’t think they do. I think when they’re older, they do but the undergrads don’t really know and care. Graduate students might do. I think they like it; I think they find it beautiful actually because it’s limestone. So I would say that it’s small and it’s heritage and it’s a beautiful campus, yeah [Faculty member 16]

...depends on the level of the student the undergraduate student is looking for the prestige and the family thing. The graduate student is looking for the innovative thing [Faculty member 20].

#### 6.4.5 Brand Authenticity

To fully appreciate faculty perception of branding it was important to understand if they perceived a brand gap at University B. When asked if the promises being made by University B aligned with the promises delivered, faculty members identified areas where they felt the promises being made by their University were not being delivered.

#### 6.4.5.1 Unmet Promises

One faculty member noted that there has been some discussion about whether University B should be focusing on research excellence or teaching excellence and the consensus opinion was that they should continue to pursue excellence in both teaching and research. Of note was a couple of faculty members found that to be an admirable goal they questioned whether it was actually possible.

I mean it's you [could] make the other argument that we are not doing either very well [Faculty member 24].

See, I think excellence is terrific but it's not free. So if you're going to have excellence in something, what are you prepared to have less of [Faculty member 17]?

Others argued that while University B had a reputation for small classes and tutorials where faculty got to know each student by name, this image is rapidly being eroded.

...we have had – a number of years where we have had huge classes, to the extent where it's you can't get classrooms to fit everybody. You can't run tutorials properly because or write exams, like do quizzes because people are so squeezed in, they can't get seats or they don't have room [Faculty member 24].

Where I think it probably fails is giving students experience and contact with faculty early on and this is often put down to, you know, the large class problem [Faculty member 17].

Others spoke to the challenges of reconciling financial constraints and the branding materials which go out suggesting innovative teaching and new facilities when the reality is much different.

...whether it's because of the funding or we are stuck in the way we teach things ...it's very difficult to do anything different and try to improve it - the whole infrastructure is setup that you know, so there is a huge disincentive to try to change it and try to improve it despite the fact we are always saying yeah we are always improving teaching, you know it's the top end innovative teaching [Faculty member 24].

...I mean budgetary pressure certainly ... they are looking really to find new sources of revenue and that's unfortunately leading them to undermine [University B's] brand [Faculty member 23].

## Others spoke to unsubstantiated claims

[University B] positions itself as a national school. Yes, we do take in students from across the country. I've got students from Calgary, Vancouver, Eastern Canada, etc. etc., very few from Quebec, very few Francophones from Quebec so I think we're missing a big piece, a massive concentration from Toronto and west of Toronto. So if that's national, fine, but it's not national as how I would like to measure it. So I guess I keep wondering what is branding for and if there is a gap between what the brand talks about and what I observe day-to-day [Faculty member 17].

We've had tremendous success at recruiting in India; we've had some success in recruiting from China; we've had very little success recruiting in America so I think places where Canada is thought well of, we're fine but we're not harvesting thousands of applicants from places....I think to that extent we probably have the same profile abroad that most Canadian institutions of any kind have abroad which is almost none. I mean, Canada is not on too many screens outside of Canada. People are not talking about Canada [Faculty member 17].

[University B] engaging the world model which seems to brand itself as a sort of diverse institution that prepares its students for sort of their place in a global environment. So I definitely see that in sort of the literature that's being promoted, I don't see it as much in any sort of practical efforts [Faculty member 23].

...there's some evidence to the truth to the branding, but there's some element of just claim and it's the hollow words [Faculty member 17].

People would probably think of it as kind of white and kind of non-diverse even though [University B] is trying to foster this image of diversity, and my department is very diverse, more diverse than the Canadian population, but I don't think [University B] as a whole is....three women in engineering, honestly there's hardly any women in engineering and that is such a lie to me that I find it actually kind of offensive, like it bothers me, when I see this it bothers me. So disingenuous, it's not like we're trying to move that way, just disingenuous. And again it's like me and two female students and there's hardly any in the class [Faculty member 25].

...they are all into this diversity idea and you know there is a lot of pressure to be diverse and of course [University B] is not as diverse as it could be and there is that [Faculty member 23].

I don't think [University B] is that research intensive. I don't think [University B] is that innovative [Faculty member 25].

...your brand is basically making a promise to a customer and your organization has to keep that promise, so when you make this brand statement, you have to be prepared to align every aspect of your operation around making sure that the customer gets the experience you're promising them with your brand. And my sense is that most schools do not do that. They will articulate a brand promise but at the end of the day, they are not prepared to change what they do in a sufficiently meaningful way [Faculty member 15].

...the problem I have with it is seeing a way of thinking about the University which is not grounded in what seems to me the defensible virtue or values. It's an institution which is paid for by the public, paid for by society and those of us in it should be allowed and be free to do what we should be doing which is reflecting, thinking, creating uniformity of understanding and learn the actual science, making new discoveries and new objects and teaching students to think actually. That's the most fundamental thing I think. And so that when people come through it, then they've not just got techniques, the control, but they've actually got forms of understanding which are also sharable. But it's just not happening [Faculty member 18].

#### 6.4.5.2 Promises Met

Certain key themes returned as being authentic to University B's brand.

Student-focussed, I think the answer is yes, particularly in the undergraduate level. I think part of that is just recognizing that there is a strong understanding at the University level that distinguishes it from my faculty level about the socialization being an important part of the [University B] experience. I think that is absolutely true and they do support that...And that's reflected in our capital spend which has been around a new athletics centre which was massively over-budget but still, they felt they had to proceed with one because Maclean's was saying we didn't have a good one and God forbid, we shouldn't not have Maclean's on board. Plus as well, retooling the library to accommodate more

contemporary student practices that involve computers rather than the printed word. I think to that extent, yes [Faculty member 17].

...the intimate part, I think you do get to see more faculty in your third and fourth years. I think that's true [Faculty member 17].

...find people more dedicated to our brand or goal here than you would at many schools here because it's a smaller school away from the big cities where we have like a competitive disadvantage or and have to fight harder to make our niche in the world [Faculty member 20].

...a sort of kind of exclusive, prestigious sort of smaller school...[University B] had a little bit more of a sense of kind of a small elite college or something like that...so far as I see it, it seems like a reasonable representation of the university actually [Faculty member 27].

## **Chapter 7 UNIVERSITY C**

### **7.1 Background**

University C is a large public university located in a large metropolitan city in Ontario Canada with a population of approximately 2.6 million people.

According to archivist, Claude Doucet (2007), University C began as an Institute of Technology and was founded in 1948 as an experiment in postsecondary education. Established primarily as a training ground for the growing workforce of a booming post-war economy, the Institute was a novel alternative to the traditional apprenticeship system of technical learning. Since then University C has undergone significant change and growth. Through the 1950's and into the 1960's University C continued to grow and in the academic year of 1963-64 the Institutes name was changed and in 1971 it was given the authority to grant degrees. University C continued to grow and in 1993, a bill was passed to grant University C full university status and the necessary funding to conduct research and establish graduate programs. In June 2002, in order to reflect its emergence as a full-fledged university with a mandate to grant graduate degrees and engage in advanced research, the new name was approved by the provincial government.

University C enrolls approximately 39,000 students, including 2,300 masters and PhD students and employs nearly 2700 faculty and staff. University C is organized around 8 faculties including the Faculty of Arts, Faculty of Communication and Design, Faculty of Community Services, Faculty of Engineering and Architectural Science, Faculty of Science, X School of Management, Y School of Continuing Education and a Digital Media Zone. Of particular note is that the Y School of Continuing Education is one of Canada' largest providers of university-based adult education, with approximately 70,000 annual enrollments. In addition the Digital Media Zone is not a traditional faculty but an incubator for start-ups.

University C's mission is "the advancement of applied knowledge and research to address societal need, and the provision of programs of study that provide a balance between theory and application and that prepare students for careers in professional and quasi-professional fields. As a leading centre for applied education, [University C] is recognized for the excellence of its teaching, the relevance of its curriculum, the success of its students in achieving their academic and career objectives, the quality of its scholarship, research and creative activity and its commitment to accessibility, lifelong learning, and involvement in the broader community (Source: University C website).

## 7.2 Marketing and Branding Strategy

On February 15<sup>th</sup>, 2012, University C launched its largest fundraising campaign in history entitled “make your mark”. The campaign goal is to raise \$200 Million to support research, graduate studies and undergraduate programming. The campaign builds on its momentum as a dynamic city builder and entrepreneurial academic model.

University C’s president described the campaign as a “call to action – supporting the campaign means partnering with a university, increasingly known for reinventing our social and economic landscape – in all fields and disciplines where our shared global future needs the best and most ingenious people to step forward” (University C news).

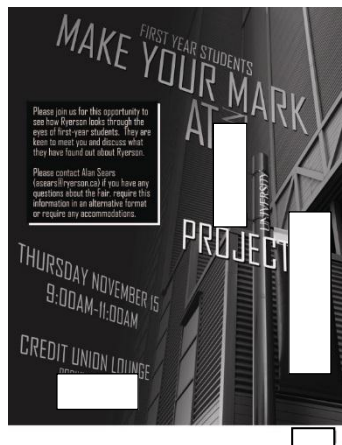
The campaign focuses on four key areas which include: Teaching, innovation and research (~\$45M), Academic programs, library, and technology (~\$40M), Student awards, bursaries and scholarships (~\$55M) and Capital projects including an athletic centre, image centre, student learning centre and a health science building (~\$60M).

According to University C’s Academic Provosts, the broad goal of the Make Your Mark campaign is to strengthen University C’s ability to attract and retain world-class faculty member, to add additional research and teaching chairs, and to support the outstanding chairs, professorships, visiting scholar programs, research institutes and centres already in place (University C news).

The campaign website highlights the priorities and leadership and carries a campaign video. There is also an online booklet which carries imagery full of activity and with images projecting a sense of urban living. The focus of the imagery and words is around themes of ‘city building’ and leaving an “enduring mark on our city” through the many capital projects currently in progress or planned at the University. The brochure then goes on to profile faculty members and researchers who are “making their mark”. Common language includes words like “modern” and “innovative” and “career-focused” and “city builder”. Imagery includes young men and women of multiple ethnicities reflecting a large urban environment in which the university resides.

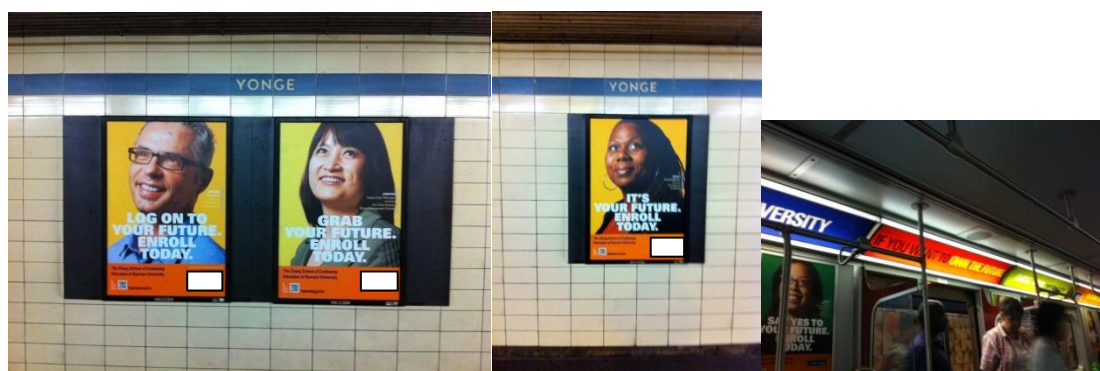
Posters and web advertisements reflect similar themes with images of University C embedded in the excitement of a large metropolitan city. Other posters communicate opportunities for potential students to hear the stories of current students and how they can also “Make their Mark”.





**Figure 7.1: Examples of Print Ad for “Make Your Mark” campaign February 15, 2012.**

In addition to University C’s fundraising campaign, their Continuing Education department also runs a rather extensive advertising campaign of its own and will prominently display their advertising in the subway system typically capturing all the advertising space in certain subway stations as well as entire subway cars.



**Figure 7.2: Examples of Subway Ads for Continuing Studies Summer 2012**

Three contextual interviews were conducted with management at University C to get a general feel for branding activities as perceived by management at University C. Those interviewed included the Vice President of Advancement at University C, the

Manager of Marketing and Communication at Continuing Studies and the Director of Athletics at University C.

### 7.3 Contextual Management Interviews

Over the winter of 2013, three contextual interviews were completed with senior administrators at University C who are directly involved in Brand Management. Similar to University A branding and marketing for continuing education is managed separately with its own profit centre and separate from University Advancement. As a result one senior administrator from university advancement, one senior administrator for continuing education and one university administrator from Athletics were interviewed. From these interviews the following themes were identified which provided context for the faculty interviews.

#### 7.3.1 Brand Purpose

Manager A described the purpose of branding firstly in terms of attracting student as well as donors. He also argued that the messaging has to be consistent across stakeholder groups and be authentic.

...we work hand in glove and closely with the admissions and recruitment folks in terms of all the things that you do to attract students...so it has to be as good for the applying student who wants to come here as it has to be for the donor...and it is meant to be seen by all ...18 stakeholder groups [and] have resonance and relevance.

Manager B described the purpose of branding the continuing education unit as having a slightly different focus since they run as a profit centre and therefore their purpose is less about reputation and more about “putting bums in seats”. She argues they take more of a “retail approach” and have permission to “be more entrepreneurial ....and step out of the box”. She reported that the branding goal is to “stand out, as a continuing education unit in this cluttered world of advertisement...because there’s so much competition”.

Manager C describes branding as a “sense of belonging to this community” and the importance of that “student life piece”.

#### 7.3.2 Brand Structure

In identifying the structure of branding all three managers identified separate branding strategies although felt there was open communication and an attempt to align these under the central branding strategy of university advancement.

Manager A describes this relationship as distinct given their different roles and purposes. He identified that Continuing Studies is a “profit centre [and] distinct from the university central” and “athletics is very recent in terms of their acknowledgement of themselves as a [separate] brand”. While remaining distinct he argues that they have learned to work together in terms of their branding and messaging.

Manager B further describes and delineates the separate branding structure as “yes we run separate branding campaigns... in separate budgets...but we do work very closely I mean in the sense that you know we make sure that they are aware of our initiatives”. Manager B also clarifies their distinct role in focusing on the adult learner as opposed to the undergraduate

...in terms of marketing to the adult learners, it's very different compared to marketing to the undergrads...so understanding our market is really key in the sense that we serve a market that's very diverse, that's very busy....my famous line is continuing education is not an impulse buy...so...we speak to the adult learners while University Advancement they deal a lot more with undergrads so the messaging has to be about our student who are in the field and how we've helped them advance their career, build their career or changed their career.

Manager B highlights that while they receive some funding from university central they act as a profit centre and this requires both measurement and accountability.

...we focus on media relations; we focus on maybe like direct mail pieces just to raise awareness. And everything that we do is always measured...If we can't measure then we won't even execute...from an organizational standpoint we are accountable for every dollar that's been spent.

Manager B describes this relationship as a cooperative branding strategy where they build the name of the Continuing Education Department (which was named after a donor/philanthropist) while capitalising on the halo effect of the overall University Brand.

Similarly Manager C envisions a cooperative branding strategy but envisions this a bit more as a “push and pull relationship. Manager A also acknowledged the reality and strength of having a stronger role for athletics in branding the institution.

...the fact that we all want athletics to be a major part of the university as part of the brand of the university and of its own....I think we've made strides and we've had some success but we have a long way to go.

Athletics branding at University C is relatively new and while it is new to the university it is also relatively new to the country as a whole. Manager C described 'athletics' branding as separate and less developed in Canada but potentially the most important brand element of a university.

...this is not a typical Canadian model that I'm employing... in the States the athletic brands [are] a much stronger brand than the university brand...What is the most visible arm of the university? It's the athletic department. Because we are out in the newspapers, we're out on TV, we're out in the community doing service...the public's perception of your university is influenced by the athletics.

Remarkably, Manager C also reported that he felt there was a bit too much sub-branding at the Faculty level which he believed "takes away from the university brand". In stating that he acknowledged that they may "[say] the same thing about me and athletics" but felt "the theatre school and these others, every school has a logo...it shouldn't be".

...it should be [University C]...that's my opinion...Theatre School why do they need a logo? What's the purpose of it? All it's doing is diluting the [University C] brand.

### 7.3.3 Brand Identity

Manager A describes the brand identity first as a "metamorphosis ". He elaborates on this point speaking to the significant change and growth University C has undergone in the last 10 years.

At the time I came to [University C], it was still considered at that point in time, other than a few signature programs as not amongst the first tier of universities...many people ... have thoughts of it in those days as [derogatory name]...the metamorphosis is like today we are the most sought after university in the province...we have a buzz on the street that is unparalleled anywhere....our brand...comes from our polytechnic roots and that's the career-oriented real world university. But the mantle that is particularly developed under [The university president] leadership is the notion of being in the innovative and entrepreneurial university....I think we have projected now an image of the little engine that can...It's now the big engine that continues to.

In addition to describing an identity of "entrepreneurial", "innovative", and "career-oriented", Manager A also describes an identity anchored in its location as a "truly

dedicated urban university. One that is very proud of its urbanity". Lastly he comments on a university that is "growing" and strengthening its "research".

...we are now a student body of 40,000. When I got her it was about 25,000 I think. Our research has been the fastest growing research in the university system both in terms of funding and in terms [of] peer review publications...it's clearly, very clearly a total metamorphosis of the brand from 10 years ago to today.

Echoing some of the messaging from Manager A about a metamorphosis of the brand over time, Manager B described the brand identity at University C as "not a polytechnic university anymore". She described the brand as "urban, we're accessible... we support you beyond graduation".

Manager C described the athletics brands as "hip" and "cool". He described it as "cutting edge", "innovative" and "assertive".

...like kids with a chip on our shoulder...we are trying to say we're just as good...Don't call me [derogatory name] anymore... We're innovative, we're cutting edge, we're on the grow.

It was interesting that Manager C also used the same term as Manager A to describe the athletics brand as a metamorphosis.

If you were to ask me about the [University C] Rams, we've just had a metamorphosis. Right? You see the tag lines, 'Rise with Us', this is our house now. It's all about you know, we're on the grow... we're aggressive, we're assertive. No longer the little kid - We're bold; we're daring and look out for us.

#### 7.3.4 Faculty and Branding

Manager A describes a collaborative relationship with a variety of stakeholders including internal and external stakeholders.

We've identified 18 stakeholder groups, that we constantly worry about in terms of all the things that we do, and they including the internal groups of faculty, staff, current students and the like...So everything we do in terms of our brand has to be consistent. One of the things that I've always maintained is you can't have a brand that's good for that but not good for that....And so the messaging that we do, the strategies that we adopt in all of our communications and our marketing, acknowledges the fact that this is not secret to any group. It's going

to be seen by and is meant to be seen by all of those 18 stakeholder groups [and it] has to have resonance and relevance.

In speaking specifically to naming of schools and faculties, Manager A reported a consultative process although acknowledged despite most recognizing the need to raise additional funds, some faculty may have concerns.

I would hear a bit of squawking every now and again from a few people [however] I have not heard anything in eight years I would say of anyone saying you know should we be accepting gifts and naming things and so on, it's never come up again. It's not to say that the problem is not a [problem for] a residual number of... faculty out there.

Manager B also reported positive relations with instructors and faculty related to branding initiatives and the collaborative relationships they have with faculty.

I think what makes the [continuing education division] unique with other CE units is the way we work is a collaborative model...so where the faculty comes in more of subject matter experts and we also take pride on the instructors who work outside, who are not faculty, but work right in the industry and bring in real life experience into the rooms.

Manager B also spoke to engagement of faculty in branding the continuing education division at University C stating her unit has “developed, 60-90 second videos of our instructors ... to talk about the program, to help us sell the program”.

Manager C didn't feel that faculty members themselves have a particularly responsibility for branding University C and sees them no differently than community members. Despite this statement, Manager C describes this relationship as a value added commodity which to many would still imply and represent a branding type relationship.

I don't see them [faculty] as having a role in it, I see them more as being one of our targeted audience in demographics. I don't think they play a role in you know, other than they're a typical target audience, and how do they add value to our brand? That's how I look at faculty. No different than I would look at community members...so I want to make sure that our faculty feel like they can come to the games...I want to make sure that as a part of every new faculty member, they should get a sweat shirt...They are part of that. How do we make them feel as a part of the community. But in terms of do they - do they go and

... speak and promote the brand? I don't see that as their role or as their expectation... I gladly take it as a value added commodity.

When probed a bit more Manager C did begin to interpret a role for faculty in branding the institution later as he spoke to his role in trying to attract 'top notch athletes'.

I'm trying to get the top notch athlete...how he [faculty member] sells this university to this student, there is where he plays a role...I didn't think about it but I do now, is the link that they [faculty] play in helping us attract the right type of student.

#### 7.4 Faculty Interviews

Over the course of the winter of 2013, fifteen faculty interviews were conducted at University C. Faculty were selected across the University, including the School of Management, the Faculty of Engineering and Architectural Science, the School of Nursing and in Social Sciences and Humanities within the Faculty of Arts. Thirteen interviews were originally planned but due to referrals from people two assistant professors of business were interviewed and when one digital recording failed (Interview #1) another interview was required (last interview) to replace that interview. Within each grouping faculty were selected at the full professor level, associate professor level and assistant professor level. In addition, as with University A and University B, one part-time instructor from continuing education was also selected. Appendix B illustrates the characteristics of the interviewees.

The interviews were taped and transcribed and then coded using a grounded theory approach informed by the literature. The coding was initially done manually and then input into NVivo software for further review, and modifications to the coding. After multiple runs through the transcripts no further changes were deemed necessary and the coding was considered complete.

The following outlines the results and main themes identified through the 14 transcribed interviews conducted at University C.

##### 7.4.1 Commodification of Higher Education

To better understand how faculty perceive branding at universities it was important to first understand what they perceived led Ontario universities to direct more attention to branding practices. Many faculty members commented that they believe universities have always been in the game of branding or reputational management, although many expressed that this has increased in intensity over time. Whether or not they

agreed with branding activities at universities was more controversial but most faculty members felt branding was now firmly integrated into the modern university landscape.

I think most academic – post-secondary academic institutions are branding themselves now [Faculty member 37].

I think universities have always tried to differentiate - and has been more within the leaders framework and so not sort of talked in the management language we might use. So I think it's intensified as a concept for universities rather than there's something new...So the language has changed and the emphasis and pressure to do this more has shifted but I'm not sure the idea is a new one for universities... each place tried to market itself in a somewhat different way, we're the biggest, we're the best, we're smaller, we're more intimate, we're this, we're that [Faculty member 31].

I think it's necessary in today's market, but I think that you get distortion as you do with any advertising, and I think in the end, it's a disservice to the students [Faculty member 39].

Interestingly, some faculty members identified the drive for accreditation which was identified particularly amongst the professional schools was a significant lever for increasing brand identification and branding activities.

...because one of the problems of a place like [University C] is, you want accreditation with external bodies. If you're going to be this supplied thing.... So you want the engineering [accreditation body] whoever it is to give you a tick. You want a management accreditation thing to give your business school a tick. So what that means is that you have to agree to some external concept of what you should be doing [Faculty member 31].

Some faculty members at University C expressed no problems with the concept of corporate values and branding entering the higher education space but saw the tension as more representative of our Canadian culture and heritage which one faculty member felt was expressed through our socialist ideals and an general unwillingness to foster and manage change which shifts away from this traditional Canadian model.

...if we're going to stay competitive, we have to do some of this branding and I think it's misplaced or in my view anyway, to believe that there is any real difficulty with it...I don't know [if] it is... just about academia, the structure of academia. I think it is also about structure of the nature of education in



Canada. As an example, we are a little more socialistic than American ... and that comes with the bureaucracy and institutionalization and the legacy. You know, we [are] going to do it like we have always done because that is how we have always done it, sort of tautology [Faculty member 40].

Many faculty members conceded that branding activities at University C are more prevalent these days due to a variety of factors including the age of University C and the need for it to compete harder and more aggressively for recognition, money and research grants than the more established universities which have a stronger history and heritage to draw on for support. However at the same time there were strong expressions of concern from several faculty members that this was eroding the traditional values and mission of the university and that these pressures are having a direct impact and influence on the structure of the university, the education it provides and the ideals and culture it protects.

...the university [University C] is only since 1993. It's been having to bring itself into existence at the time of financial cutbacks, salary cutbacks, the pressure to survive is in terms of marketing what the university has to offer to those who can bring in research grants from the industry, from individuals, from government, from wherever [Faculty member 32].

I think the very framework of thinking a bit of branding is -- is profoundly corrupt... it's profoundly disappointing, it's shockingly corrupt and cynical and -- and yeah, it's entirely apt and it would take -- it is the way administrators frame the problem. And now that I am an administrator, it's the way that I frame the problem, but the only way out of the problem is to -- is to refuse to frame it as a branding... thinking historically, the -- the brand of universities was, was to be the brokers of tradition and innovation and knowledge and -- and their mottos and their crests and their bagpipes and teaching in there, rituals and that's all part of their branding. But it's -- it's the -- the - you know the ability to be reflexive enough and strategic enough to understand that, those aspects of university culture are brands, rather than traditions and rituals... So the shift isn't that we now do branding, the shift is that, that we are rejecting the idea of tradition and ritual... in general we are rejecting our roles as stewards of culture [Faculty member 34].

I think I see more of a problem in terms of losing maybe what the essence of what a university is supposed to be. So I know this may be really traditional, but I think there is something a little secret still about University spaces being

free of having to -- how should we say, say good things or be critical of private enterprises. So yeah, I think that it's very difficult now for [University C] let's say to keep those public ideals, those public ideals that speak to citizenship. At the same time, I do understand that we are not just citizens in this world... We are consumers and I know a big part of people's identities is actually a marriage of both of those things... So right now it's how much of our soul are we going to sell now or how much more of it, which parts [Faculty member 42].

...so I think what's going on is, at the same time as these cutbacks are coming in, people are making etiological judgments about what is valuable and increasingly because I think a lot of people find it very hard to imagine what a historian does, what a sociologist may do as opposed to an engineer who builds and designs stuff. Maybe even you know an architect who again builds and design stuff or a nurse or a doctor who actually helps people... I think that what's going on now in this assault against arts is that we are being called to the mat as professors who teach in this discipline and as researchers who do work in this discipline because under certain regimes. And I know this all sounds so much like a conspiracy, but I think a lot of people understand sort of how we are going into this neo-liberal kind of state where we kind of have to show what the outcome of things are... Arts is being judged against standards that have nothing to do with arts. And that's a problem because those standards are being used to determine which programs are important and which programs should receive funding [Faculty member 42].

This same faculty member expressed understanding for university administrators as they attempt to negotiate a path through times of fiscal constraint and the impact this has for the traditional structure of higher education institutions. Expanding on her reasoning, this faculty member spoke to the concept of sharing space with corporate partners and the implications this has for University C and what it says about the future value of higher education.

But the university is looking at that as just space and perhaps cheap space, they didn't have to go and build a new building or they didn't have to -- how should we say find spaces for some classes in other buildings that they already have. So they probably look at it as a win-win. I don't think that having a big chunk of the university attached to the major shopping mall in the country is particularly good for education or having classes in movie theaters, I don't think that's good either, but I don't really have a say, you know [Faculty member 42].

It was argued by some faculty that university education has been eroded from a traditional legacy and respect for the nature of critical thought and higher learning to a commodity for purchase and this has largely been driven by external forces which no longer value the tradition but value the university experience solely as an economic payout or transactional cost.

So, if what you're doing is trying to bring into existence a new product to sell to the public and the only way that product is really going to survive in terms of research is to engage with external financial arrangements, then you've got to sell yourself in terms of what the external financial arrangements are going to respond to [Faculty Member 31].

It's about credentialing and they want the branding, they want the status and they'll pay. They'll pay for it [Faculty member 30].

Some faculty members chose to speak specifically to the branding and naming of individual schools and programs by philanthropic investors and did so again with mixed opinions.

I'll say this, it might be a necessary evil because if we, without a benefactor who is this gracious and so on as he was, we wouldn't have this location, we wouldn't have this infrastructure, we wouldn't have the budget that we do. So just the grassroots word of mouth, we're able to drive through our location specifically which is infrastructure afforded because of the benefactor. Well, that is all to the better and we would never have had otherwise. So, it's a necessary evil [Faculty member 39].

Well, I think that building should be named after people who were working at the university for a long time and it should reflect the history of the university rather than some rich guy that decided to give money to name the building...it's one thing to honour an [Alumni] and name the building after the person rather than having them pay to honour themselves or their family [Faculty member 41].

...we accept as inevitable because we think well the government isn't giving us money, so where are we going to get, you know money from - So we can get money from students, who are enrolling in our programs, but what else can we do. So I think what ends up happening is a lot of the administrators in universities, think. Well, why don't we partner with a company who would be willing to you know pay us some money for something... a lot of people who may have expressed that, that's kind of a slippery slope and I would definitely

be one of those people, I am like-minded in that way... this increasing sort of branding happens is because private partners, private companies want something out of the deal. There are very few private companies out there that give their money away for purely altruistic reasons, even if it is how should we say - associated with education. No, they are going to want something out of that and who wouldn't...[Faculty member 42].

...higher profile programs and their building drives are pushed by external money. That we can get money to name a building or somebody just gave us X amount money to start a new centre or to give us enough money to support a centre. So that means you've got to have something those people want to buy or want to buy into [Faculty member 30].

Beyond general comments about branding and commodification of higher education, those faculty members with strong research agendas expressed concerns particularly around the influence decreased government funding has had on research and the need for faculty members to form corporate partnerships in order to fund their research programs. The primary concern echoed by faculty was this has the potential to skew research agendas away from truly innovative and ground breaking research to research driven by short term industry specific goals.

...I mean, ideally, it's got a really strong academic side but, sometimes, our projects are held out as being very high level. It's not so high level. Industry often needs results very quickly. They don't [have] the same sort of timelines. We're not interested in the curiosity-driven research. And sometimes, I hate to put it this way but, it can kind of dumb down the research a little bit in that it's so focused on industry.... And there is a little bit of a problem that the pendulum is swung to that -- a little bit too far in the last 20 years to the commercialization side, in my opinion. A lot of professors don't agree with that. But, I'm an older prof and I -- when I went to grad school, a lot of the things we did were more curiosity-driven and more fundamental knowledge things that end up in textbooks, not as actual commercial products. To be honest, my interest is more in line with the more fundamental stuff, myself even though I do work with industry [Faculty member 34].

#### 7.4.2 Brand Identity

In exploring how faculty respond to branding practices at universities it is important to first understand how they perceive the brand links to university goals and strategy.

#### 7.4.2.1 Brand Purpose

When asked to speak to the purpose of branding many faculty members identified the need for branding to communicate a message to stakeholders for the purpose of differentiating themselves from other higher education institutions.

...if you going to stay competitive, you need to have good brand equity and good clear branding. Some brand message right [Faculty member 39]?

I would say university like [University A] has always branded itself, has called itself Harvard of the North, I think. I think [University A's] branding probably started with the three founding colleges which had very distinct identities and targeted a very distinct group of students based on how they positioned themselves in the marketplace [Faculty member 36].

It tells me what is unique about a particular program in a particular university that would distinguish this program from others [Faculty member 32].

Many faculty members felt the 'extent of' and 'purpose of' branding was stronger and more important for newer institutions like University C than for their more established competitors.

...Harvard and I was also at Princeton for a while. There's no posters on subways and those kind of things. At those schools, I have -- my impression is that the branding comes mostly from alumni so my impression is that if you went to Harvard and you're an executive at a company, and you get applicants who also graduate from Harvard, you tend to help, and my impression is just hearing for other people that they -- they will tend to hire the people who came from the same school that they did yeah especially the people who went to private schools like Ivy League schools.. yeah [Faculty member 37].

One faculty member expressed that while there are many important reasons for branding including differentiating the university from its competitors, one purpose stands out as probably the most important; money.

...concept of branding, bringing in external funding and it started out maybe more as helping students differentiate but also now bringing in students. Students want to be associated with one of the, a brand they like as well. So all those things have been emphasized but the money one probably more so...[Faculty member 30].

While many faculty members have mixed reactions to branding as a concept they were able to identify several reasons for branding the university, predominately related to recruitment, funding, community engagement and enhancing reputation.

#### 7.4.2.1.1 Recruitment

Since University C is a relatively young university many faculty members expressed the brand purpose as a means to encourage and attract new students with a focus that extends beyond solely trying to attract undergraduate students but also graduate students. This was also expressed as a competition while recognising that University C's brand image is not as prestigious as some of its competitors.

Well, when your university isn't the top university in Canada or one of the top universities in Canada, branding is important.... Because you're not going to attract a good number of students. You're not going to attract the best students because the bottom line is, if you're going to apply to a good university in Canada, you're going to look at [University A], at [University X], [University Y], and [University Z]. You know, [University C] is not the first choice for the top students... That's how reality goes. So you have to attract them somehow. How do you attract them? You know, branding I think is a big part of that [Faculty member 41]

The truth is in order to stay competitive especially at the Graduate Level... [Faculty member 39].

...we've all got to live with reality, I mean, we're competing for students. And this year, [University C] had, from what I understand, one of the highest first applications, the number of applications to [University C] were high. And that means we're going to have better students, which means in the classroom, I'm going to have an easier time, and more enjoyable teaching, and a lot of those undergrads are going to be graduate students. So, at least at my perspective, from where we started in 1993, any improvements to our -- even if it's through competition... it's been really a boon in some ways, I think [Faculty member 34].

Others faculty members were less certain that branding activities were responsible for attracting new students or whether they come for different reasons which are totally unrelated to branding and marketing efforts but more likely due to students selecting University C as their 'default' or 'safe' choice.

Do I [think] that students apply just because of, you know, that brand? That's hard to say. I think that it has increased awareness [of University C], let's put it

that way...that's a good thing overall because it does attract more students. Does it attract the best students? Do I think that the students, with the top marks... would ...pick [University C] because of the branding now? I don't think so [Faculty member 41].

In addition to recruitment of students some faculty also mentioned the purpose of branding is to attract faculty and researchers to the university and making sure that the faculty they recruit share the same vision for the university as central administration and the culture of the university.

So to me, I think it is essential and we know universities are highly competitive, not just for students but for faculty as well. So are you going to go work for a mediocre place or if you have really high professional standards are you going to go work for university that meets your vision, you values and whatever [Faculty member 29].

Linking to brand qualities of future employability and future careers the brand purpose is often directed towards these brand attributes as a means to attract and recruit students; particularly for a university like University C which evolved from a history as a polytechnic.

...right for the university to work towards serving like whatever the present needs are, so if the people today need to have an education to find a job then that's something that we should do, and at the same time in terms of branding I guess, I think it's good that people know that's what we're doing that's our mission, and when they see our university for example they think about a place where they could go to get a practical education - get a job [Faculty member 37].

In line with the above reasoning, some faculty felt the brand attributes associated with the student experience were used overly much to increase recruitment and one member in particular felt that this may have some negative and unintended consequences.

I think the faculty here, sorry for my term, but they pamper the students a little bit too much. Which in a way is good because it provides us with a good reputation among the students but I am concerned that we need to graduate, graduates you know who can stand and live on their own [Faculty member 32],

#### 7.4.2.1.2 Raising Additional Funds

In contrast to the statements above, which speak to branding and marketing practices focused on students and the student experience, many faculty felt uncertain fiscal times have led to an increasing focus on branding and marketing for the main purpose of raising additional funds for university infrastructure and research centres. Many faculty expressed concerns on what this may mean and the strings that may be attached to those funding arrangements.

...but I think also what's changed is that the branding now is much more about getting money rolling in and what not whereas before I think it was more about the students that we want a brand so a certain type of student comes to us [Faculty member 30].

But there is branding for that purpose [recruitment] and there's branding for say fundraising purposes... That's a little different and that's where I think a lot of faculty are uncomfortable with that role, they didn't want to be associated with you know, a particular corporation or a particular individual who happens to have their name on the building, or their name on that classroom or things of that nature.... You have to remember you have, you are not just another company you have location, you have your public institution at least we're a public institution. And we had to be held over [a] higher standard, not just in terms of our performance in the community, but in terms of who we are associating ourselves with. Who we allow to put a name on a building which is going to stand hopefully for a long, long-time, and hopefully that at some time years later you [don't] find things out. There is always that risk, but I think all you can do is your due diligence and hopefully you do broad enough consultation within the designated faculty [Faculty member 40].

Many faculty expressed that these kinds of funding arrangements were new to University C and at least one faculty member expressed they were happy with the additional funding but expressed that they were unclear as to the nature of this relationship and the responsibilities between the donor and the school which now wears the donor's name.

I would say, there's a lot of expectations in terms of us showing our appreciation for the money he sent ... So, I think there was a bit of confusion around what to do and what not to do. There were a lot of T-shirts that were printed out, a lot of posters that were around and I don't – I think the first – about three to four weeks, a lot of hype and then everything died down, so and I think, I'm not sure



if that's just because we're relatively new in terms of getting money and people sponsoring us, we didn't know what to do and how to manage that, but if I think over the coming years with [University C's] profile and also with our school's profile, I think we'll become better... I'm very positive on notions on branding. I'm looking forward to future opportunities in terms of acquiring funds [for the] school itself. I think the only hazard ... would be where the money or who it is, the type of institution or organization that's providing the funds. So, I'm thinking about from the pharmaceutical perspectives, getting funds from there and the implications of that in terms of research in particular [Faculty member 35].

#### 7.4.2.1.3 Community Engagement

Interestingly, few faculty members spoke to the purpose of branding as a means to engage the community. However, one faculty member identified several branding documents as representative of community engagement and a wish to be seen as multicultural and urban and part of the downtown community. She also spoke to administrative pressures on faculty to engage students with the community and integrate teaching and learning into the community. Similarly other faculty members spoke to branding with the purpose of linking to downtown and an urban community.

I mean on one hand, I think they're trying to convey that it's very multiculturally friendly because whenever you see their home page on the website for [University C], there's always it's a group of people. You know, we've got one of every color in it..... So, we're supposed to be working with the community, you know, to get kids out doing philosophy or philosophical points of interest or -- and you can do this I think more in the field of ethics. You can get kids, you know, maybe visiting the prison or working in some hands-on way that was very difficult [Faculty member 31].

There's a greater sense of community that we are a city college within the city that were accessible and open to students [Faculty member 36].

In addition faculty members also spoke to engaging and connecting the brand with the closeness of the business sector community and Canada's largest financial district. Further, other faculty members spoke to branding that reinforced the community connection by partnering with them on infrastructure builds in the downtown community.

...the brand association of being right downtown really helps us ...it doesn't hurt that we're right near Corporate Canada, right [Faculty member 39]?

[University C] has developed hooks into the business community... reaching out into the community using the infrastructure that surround us in a smart way to expand the reach of the university. What's going on - on Church Street would be another example of that. You can't build out so you have to build up. And if you're going to draw industry in, why not draw industry in a developmental kind of way [Faculty member 36].

#### 7.4.2.1.4 Reputation and Differentiation

To understand faculty perception of branding at University C it was also important to explore what this meant for differentiation and reputation building. For University C there was a great deal of discussion from faculty members about the history of University C as a polytechnic and how branding was being used as a means to inform or change this image to a more serious image which reflected a more research focused institution which has become the reality over time since they achieved university status. Many faculty members also commented directly on rankings and commented that the drive and purpose for branding activities were to move University C up the rankings.

...we're trying to crawl away from the brand of being a polytechnic, a very technical based school [Faculty member 39].

It's also I think been to some big degree about a shift that took place around ranking of universities... so that it's been part of a branding exercise to our way. Is to get the rankings up [Faculty member 30].

...I think all the things that have been done to promote us in the public. And I hear much better things now when I tell people I'm from [University C]. You generally get a -- the image in people's minds and the response I get is a lot more positive than when I joined in 1993 [Faculty member 34].

... the main thing, is we were seen as a college and it's been a -- actually, it's been a constant fight to try to get people to realize that you're not a college anymore. And it's only been in the last decade that I meet people and they don't go, "Oh, yes, my brother-in-law went there for Engineering Technology," or

something, where they realize, now, that you're a university [Faculty member 34].

I mean, when I was a student at [University A], we used to make fun of [University C] engineers. Right?... They weren't really a close-knit group. They didn't do much. You know, we never considered them as serious engineers.... I can honestly say in the time I've been here, I've seen a big transition over that and the students reflect that. They are much more prouder, they take part in international competitions. You know, they are becoming more school aware and love [University C] Engineering [Faculty member41].

I was more than just increasing a perceived reputation but also about differentiating themselves from others not only by what they are doing but what they are not doing.

But if you are looking at reputation building, and reputation building for the right reasons for the research we do, for the teaching we do, for what I would call city building or community engagement purpose, I think that's terrific... I think we distinguish ourselves with our connections in the community... The other thing we do is, we are not chasing international students... our mission is to build this community. We are Toronto centric I think, Southern Ontario, well certainly Canadian centric ... and there no shame in that [Faculty member 40].

Others were less critical of University C's past and saw it more as an evolution and one faculty member conveyed this message that she felt it was more about just telling a good story because [University C] has a good story to tell. They felt the story needed to be told and the purpose of branding was to tell that story and let the story inform and build upon the reputation.

...see I think with a lot of universities [University C] has a good story, and people love to hear good stories and we have a great story to tell. So branding from telling a great story perspective I think is a good thing. We have lots of things that we do, and we do well and we are known for and we're just not as known for it as we should be. So I think that's a good thing. So it also I think you know, it helps inform students and parents when it comes to choice [Faculty member 40].

While most faculty spoke positively about branding, this wasn't universal acceptance of branding as reputation enhancement. Some faculty expressed great concerns that the branding or advertising activities were in fact not improving the reputation of the university but instead harming it and one faculty member in particular spoke of a specific advertisement which was advertising the opening of an image exhibit at University C which used a picture of Mohammed Ali underwater and throwing a punch. She expressed quite clearly her distaste for this brand messaging and how it hurts University C's image in the world.

... the quality of the photograph, but I'm sorry, there's content there. So, what we have, it was a front page magazine associated with the university, a Black boxer. And the fact that he's Black isn't even relevant. He's a boxer, right? He's not a scholar. He's not a struggling immigrant after the war. He earns his living hitting people... This is what we want to have associated with the university, somebody who knows how to hit people. Now, they're not going to see it that way because they're not going to come and ask a philosopher, "How else might you see this?" They're going to go, "Wow! Look at that picture. Isn't that amazing? Look at how Muhammad Ali is standing on the bottom of the fish tank like that. You can see the bubbles and this pretty slick stuff, given that we didn't have digital cameras probably when it was taken. I can just see the excitement over this." Hello, this is picture of a boxer in a fish tank and he knows how to hit people.... So, I'm embarrassed. I'm ashamed of being associated with a university that thinks it should market its photo shoots with people who - sorry to repeat it, know how to hit people...I do everything I can to try and discourage people from hitting each other, physically, mentally, emotionally, and then I have to have this go out [Faculty member 31].

#### 7.4.2.2 Iconography

Exploring iconography at University C is another way to understand how faculty members respond to branding. When asked to speak in general terms to the kinds of iconography like logos and typeface for University C, most faculty members expressed mixed opinions. While most were aware of University C's branding standards and guidelines, the degree to which they responded to the recommendations varied.

I don't use [University C] slides, but I use the [University C] colors. I use the blue and the gold. And I use ...the continuing Ed logo but it has [University C] and continuing Ed so I use that on my slides and on my class materials that I prepare and my cases and anything that I have, I use the two logos... So I

double logo them. So I do use the corporate colors. I think that's really important [Faculty member 36].

I use the logo of course... And I'm careful to use it. I've read their style guides... I'm aware of their style guide... And you shouldn't change the aspect ratio of their logo and all that stuff [Faculty member 34].

I haven't used the [University C] template. I have used the [University C] Logo and that's all.... I'm identifying the university, and why I hesitate about the word brand is because if someone is never heard of [University C], they don't know anything the logo means [Faculty member 38].

There was also some discussion about University C's city building efforts and the placement of logos and branding on these new buildings in the downtown core.

I think that's again another example of reaching out into the community using the infrastructure that surrounds us in a smart way to expand the reach of the university. What's going on Church Street would be another example of that. You can't build out so you have to build up. And if you're going to draw industry in, why not draw industry in a developmental kind of way [Faculty member 36].

...we are buying up all the properties at Yonge Street because we want to be the face of Yonge Street [Faculty member 29].

Interestingly there was also recognition of the iconography being used for students in job placements so they were easily recognized and that this was positive for students as it created a source of pride for students in the program while at the same time fulfilling a legal obligation of [university C] in the community.

...in the school of nursing we developed our own logo. Four years ago, we developed a design our own uniform so that all of our students are immediately recognized as [a University C] student which is really important in a clinical setting... they have to wear it when in the hospital. It has got the school logo on it along with their identification... I think for us that was really successful and because also we were seeing so much inappropriate dress which didn't make school look good - didn't make profession look good - so by that [developing a standard uniform] when I walk in I immediately picked out who were the [University C] students. It also gave the students a sense of pride that they were representing [University C] so I think that is also very important. If they do

not feel proud of where they are coming from it doesn't lead to good things  
[Faculty member 29].

#### 7.4.2.3 Leadership

Central to understanding how faculty respond to branding is appreciating what faculty perceive leadership's role is in supporting and driving brand activities at their university. When speaking to leadership, faculty members were almost unanimous in their agreement that the University President has exercised masterful leadership and has been primarily responsible for raising the institutional image, reputation and rankings of University C. In addition to leadership skills and his ability to engage and form collaborative relationships with industry partners in the city, many faculty members shared stories of his accessibility to all on campus regardless of positional hierarchy.

I think we have great leadership in [University President]. I think we're taking a very progressive approach to how we manage our campus space in terms of scarce resources in the city. I think we're increasingly going out into industry to develop partnerships. So I actually think our history is something – it's a strength that we can leverage... The other thing about [the University President]...is the way he wanders around the campus...He's accessible. He's the same with administrative staff as he is with academic. It doesn't matter what level you're at and he's the kind of guy who will amble up – I saw this, students raising money with a big sale for an event and he ambles up and they don't know, they don't recognize him. And he says, what are you doing? He buys a cupcake and then he says, oh, you should go over to the President's office. Maybe they could contribute a \$100 to you [Faculty member 36].

I remember him talking about he put up the [University C] signs on [xxx] Hall and all that - and all over the place to put this [University C] signs and he said that somebody came to him and said, "When did [University C] have all these buildings?" You know, we have always had them. We just put signs on. Right? So that means that people know it. This is where you are [Faculty member 41].

I think it's been very much driven by leadership in my view and many others, [University C] had very weak leadership until [current University President].... came with a lot of vision, high energy and was able to get people on board to a lot of that vision very quickly. So I think leadership has been hugely important in that [Faculty member 30].

I think he has done an incredible job, very good job in terms of pushing the university into the forefront. I mean urban. We're seen as urban. We're right in the middle of the city, or the building and there what's happening I think it's phenomenal and to the growth of the students as well...we've done a bunch of things we connect with the community, we connect with the city because we connect with the city, we connect with the industries and because we connect the industries we can be career focused so it all ties nicely together, strength as a brand [Faculty member 38].

...since the current president has been on board he has a very definite mission and has made great strides towards that. Are we there, I don't think so. I think [University C] is striving to be the university of choice in Downtown Toronto... Toronto is branded by [University C] [Faculty member 29].

...without him, our university would not be where it's at today. I think he has definitely taken the initiative and in all sides the leader and he is really pushing us forward in promoting our school through acquisition of various buildings, trying to obtain funds and sponsors or different branding initiatives to promote the university. I think without him, we wouldn't be where we are at [Faculty member 35].

When speaking about leadership in general, some expressed recognition and sympathy for the pressures administrators and the university leadership are currently facing but were more critical of the consequences this may have for the quality of higher education and the purpose of higher education going forward.

...in a position where they directly deal with the governments who give us money and they -- and I am not letting them off the hook, they are supposed to market, they are supposed to communicate our best interests to these government bodies who fund us. And if the government say, you know we need you to cut back. We need you - to you know invent new programs that are supposed to be innovative, I think it's the responsibility of the university administration to understand that innovation means a lot of different things...[but] I don't think they think about the end product. I don't think they think about students sitting in class of a 150, with no TA, you know a professor who is responsible for grading most of their work. I don't think they think about that. I think they are just simply thinking about ... how do I keep my job and potentially you know get the perks that come associated with my job, if I'm able to meet certain targets. I think at that point... for reasons that I find to be

actually in great... opposition to what the real university is all about [Faculty member 42].

There was also some consensus around leadership and support from academic leadership towards research endeavours and lending credence to branding the university as “research intensive”.

They provide support to researchers as compared to another university where I worked, that was already research intensive comparing the support that we have there to the support that I hear about here and [University C] is putting, living up to their word, for instance maybe not at the departmental or the school level but at the faculty level for instance the dean has been very supportive in offering workshops that would help faculty in terms of diverse topics related to research including workshops on how to write [Faculty member 32].

#### 7.4.2.3 Brand Structure

Understanding brand structure at University C is essential to appreciating how faculty members perceive brand activities at their university. Faculty indicated a clear distinction between branding University C centrally and branding the continuing education arm of University C, noting the target audience for central administration and the continuing education division is different. This was illustrated best by one faculty member who related a story which described a tense branding relationship and led to concerns that this may lead to brand confusion for both students and other in the broader external community.

I see [University C] branding itself on the subway all the time... And their Con. Ed. dominates... And it drives me a little bit nuts that...the Con. Ed. doesn't coordinate necessarily very well with the main...with university advancement... and sometimes the message that Con. Ed. sends...is not necessarily the message that you would...like the university [to have] sent.... that's the one bugbear I really have is I don't like some of the ads that are in the subway for [University C]... You may have noticed -you may have noticed the ad that the [Continuing Education department] has ... it's a very good program, I'm not disparaging...the program at all...But they have it—they have a program where they train people to be what we call 'Caring Clowns'...to go into hospitals to...entertain children and brighten up...children's lives...which I think is—I have no trouble with... [but] when—much more scientific and more professional things...that are going on at [University C]...that are not [Continuing Education] related...don't get as much press.... You know, for Caring Clowns. We don't



really want to be known as the clown school....Not that I think that the program shouldn't exist ... And by the way, those ads are gone now... is it [the University President] who says, you want to be different, but not odd [Faculty member 34]?

#### 7.4.2.5 Athletics, Fraternities and Sororities

As reported by faculty members at the other case study universities, athletics was raised in the interviews and became central to understanding and comparing how some faculty members constructed their understanding of brand activities and the significance of branding. However, it was interesting to note that by comparison, very few faculty members at University C mentioned the importance of athletics in branding the university other than a couple of times. This may very well change in the near future as University C appears to be making a stronger brand pitch through its athletic programming and through the co-development of a building considered one of the great icons of Canadian sports history.

I think the [University C] brand is expanding most definitely with the acquisition in partnership again with a private player, Loblaw's of getting together and getting in bed and purchasing the Maple Leaf Gardens. And you know I am a huge sports fan, I like culture. I've been there a few times and you know I do think that a sports complex is probably one major part of university life, undoubtedly [Faculty member 42].

#### 7.4.2.6 Identity Descriptors

To better understand faculty's perception of brand identity at their university, each faculty member was asked to select from a list of common university descriptors, three descriptors that they felt described how University C saw itself and for which the university would want to be recognized. The following diagram is a visual representation of the responses collected. Please see Appendix C for the sample handout and specific answers provided by each faculty member.



Most faculty members felt University C was trying to differentiate and position itself as “innovative” through its programming and unique relationship with business and cutting edge technologies.

You’ve got some pretty innovative stuff going on here, in my—in my department [Faculty member 34].

The innovative part, I mean, the whole DMZ thing is, in my view, one big marketing exercise and it shows that there is innovation and there’s creativity at [University C] and they’re putting that front center. So that’s the number one branding attempt, I think from the university, is the whole DMZ right now... the innovative part that show that you know, we’re trying to do things that others haven’t or we’re trying to do them in a different way so there is a value coming here beyond just your studies. We’re doing creative, new innovative things that others aren’t. We’re providing [an] environment for that. We’re forward thinking [Faculty member 41].

My sense is that they would say, look at where we are located, look at the space in which we inhabit, look at our digital media zone. Again I have problems with that. I think it's a great academic idea. Let's try to nurture and cultivate young minds to make their own communications devices and apps and things like that, wonderful...But why does the digital media zone exist? It exists for an entrepreneurial type of, you know, how should we say, goal. ... So I

think the innovative probably speaks to -- we have these "cutting-edge" programs [Faculty member 40].

Some faculty members spoke to innovation as a means to replacing or making up for a lack of history or heritage at University C. In contrast others embraced University C's history or heritage preceding attainment of "university" status and saw this period as a strength which in fact contributed to their current focus on innovation.

I think they're really pitching innovation. I think they're really pitching this is where you come and learn how to make and do things that had not been made and done before. So there isn't an orientation towards history, there isn't an orientation towards tradition, there isn't an orientation towards the university as being the harbinger of ideas which must be sustained through the century .... But more it's -- this is a place where every new innovative thrust that's going to be recognized by [University C] has to have that not been done before feel about it [Faculty member 31].

We're starting to do a lot of cool, innovative things like the digital media selling, for example. So I think we can be a little more nimble in terms of taking advantage of market opportunities... I think our heritage is our strength. I think [University C] is known for being an innovative post-secondary institution. I think there's every expectation now that [University C] is a university, that [University C] is going to take off. I think [University C] is doing all of the right things [Faculty member 36].

In addition to innovative, many faculty members identified the location of University C in a downtown metropolitan area and the recent acquisition and development of several properties in the area as reinforcing a sense of an 'urban' identity.

getting some of this real estate and infrastructure and blockbuster downtown space and not allowing it to be a spaced out as [University A] because [University A], if you think about sort of the geospatial aspect of branding has allowed itself to be fairly spread out which was fine when it was the one and only. But now that it's got competition including we've got some satellite offices of [University B] and so on and ... you can't be as spread out geospatially...being more concentrate has advantages for the brand and now you come into a very distinct [University C] space, downtown ..., and so to be able to sort of co-brand with ... the city and with our Times Square... right, and the Eaton's Center which is a major commercial district. All of that really I think

helps bring this branding into the 21<sup>st</sup> century into really, okay, what we are, stand for in the future and what do we do well. ... our legacy is in applied technical trades based disciplines, it's a nice stepping stone...the future of what [University C] looks like, moving away from the technical and coming into applied yes, but this is prestigious, right? And so some of that I think is that's where we're coming from and kind of where we're headed to and like I say, co-branding with [the city] in terms of our geospatial infrastructure has been really important [Faculty member 39].

I'd say [University C] is a savvy city school... It is an urban school that's authentic [Faculty member 36].

It's urban, it's about as urban as it can get. We are building on top of other buildings we are in a space so we are a classy urban thing [Faculty member 30].

They built the brand. Their brand is the downtown university. You know, the urban university, work with the city, that type of thing... It's built around the subway line. Its downtown - A lot of students like the fact that they should just take subway, hop off, and they're right there. So I think that's a big deal. I think it draws a lot of students from outside of the city core [Faculty member 41].

...he really has captured at the Downtown Core, [the city] is branded by [University C] [Faculty member 29].

Again while identifying University C with being 'urban' there was some discussion about whether or not this was more contrived or superficial and yet there was some acknowledgement that while perhaps not the most prestigious identifier of higher education it would play well in advertising or marketing the university to potential students.

We are in downtown ... how are we different from [University A], oh we are closer to the Eaton Center. So again, urban I think, it means so many different things to different people. So again that's just sort of this seemingly innocuous term which works I think really well for branding, right. I can't be rural, nobody wants to go to a University in a "rural town" and yeah, that has specific sort of signifiers about it, right. So urban, young, modern, hip, where it's at [Faculty member 42].

Some faculty identified University C's history as a polytechnic and turning this heritage into a 'strength' where this heritage becomes associated with a focus on employability, careers and an education which will lead to a job.

...its heritage and being a polytechnic and being close to some of these trade schools. And today some of our biggest programs - Fashion very hands on. People actually sewing - like there are sewing classes, Television and Media, some very technical, Engineering, very technical, no one surprised Interior Design, Journalism. So we still, with a hand towards, I don't want to call it, it's not blue-collar. But it's not the most executive or the most forefront of thought leadership necessarily or research and so on. So you can see even where our major schools or big enrolments are where most of our tuition fees are coming from, those schools still reside and some of them more technical, trades based, physical functional jobs. Roles, disciplines, areas [Faculty member 39].

We have this -- we like to say we do practical things and that we're job-oriented, that's certainly a big part of the brand for [University C] and that fits with Engineering, of course, wonderfully... man are we ever career-focused [Faculty member 34].

I think that [University C] is career focused if anything for me may be a bit too much though but I think it is [Faculty member 30].

...if you look at the nature of the programs we have at [University C], we have unique programs for example fashion, interior design, midwifery we have, those are very career-focused [Faculty member 40].

We will give you a practical education, it will lead to a practical job as opposed to an academic education... it's career-focused that it ties into practicality, and that's very important.... we've done a bunch of things we connect with the community, we connect with the city because we connect with the city, we connect with the industries and because we connect the industries we can be career-focused so it all ties nicely together, strength as a brand [Faculty member 38].

...it's about applied knowledge, it's about community based knowledge, it's about experiential learning, it's about - it's a rejection of the ivory tower, it's about learning that, that serve the society, ... now the problem is what makes that different [from] college and that's the perpetual problem... so it's -- this [is] the role of the traditional disciplines and the role of the faculty of arts and the

role of the faculty of science, is precisely what makes us [not] college [Faculty member 33].

Many faculty members also spoke of a focus on students but this was also spoken with a degree of cynicism by some faculty members. Many felt that this was more a product of the past and with government funding cutbacks it has become increasingly difficult to maintain a brand identity focused on students.

...student focused ... it's a little hypocritical. I think they sometimes play up on their student focus. But they are actually still riding the coattails of its original. You know the intention of this -- of this University or this place was different from what it is now. So it used to be this polytechnic place that actually was really good at I think training people for specific skills and then specific markets or industries....And now I just find that it might just be a repository for a lot of students who ... because they hear all of these stories which are historical, which I think might be dated about how much [University C] cares about the student experience and how much [University C] cares about individual students. Which if you go and look at many programs, if you are thinking about you know this discipline, it is very clear that cutbacks and slashing of budgets is actually complete opposite to that message that they're trying to send about being student focused [Faculty member 42].

It was interesting that there was also some discussion from one faculty member speaking about the difficulty with creating a distinct identity for the MBA program at University C. This reinforced the student focus piece but in some way had unintended consequences for funding and which may lead to unintended impacts when comparisons are drawn with the better funded MBA programs.

...there's been a lot of struggle around how to do that so[when] we started our MBA - we thought it would be kind of the cheapy that we weren't going to go for course recovery in the sense of, the level of tuition. So our MBA is at the same tuition level of any other graduate program... we kind of went against the grain which was noble, but it means our program has been underfunded relative to some of the things you sort of have to do for MBA students to think 'Wow, this is great' [Faculty member 30].

Lastly many faculty mentioned almost in an aspirational way that there is a drive to be identified as "research intensive" and yet they say this almost apologetically as they compare themselves to nearby more established institutions.

I think well I like to think of [University C] as book smart and street smart... We come from an applied history. We are moving towards more research based approach certainly when it comes to hiring of faculty now... Research is first and foremost especially in institutions like the Faculty of Business for example, which... has certain requirements that ... in order to continue with that accreditation [Faculty member 40].

#### 7.4.3 Organizational Culture

In this section I turn to organizational culture and its impact on the co-creation of brand meaning to understand how this might influence faculty perception of branding at their university.

##### 7.4.3.1 Collaborative

Most faculty members identified the culture at University C as being a culture that is both collaborative and collegial with an informal 'open doors' type policy. Of note was some faculty members did report that this was changing particularly as the university matures from its polytechnic roots and moves to a more research intensive model. Coupled with this drive for research is a reduction in government funding which some faculty envisioned would strain a historically collaborative culture as faculty members face a more intense struggle for prized academic promotions.

At the moment and from my experience here, I would opt for collegial more than competitive. I think the notion of having to be competitive is one that would be more oriented towards the way in which - the benchmarks you have to go to for university promotion. And they are the same as everywhere... if I need help in anything, just from walking down the hall saying, 'I got to teach in two minutes. I left my 'republic' at home.' Somebody pulls it off the shelf and hands it to me. That kind of cooperative atmosphere... and people leave the doors open. It isn't their want to hide in their office with the door closed... I think also the Philosophy Department is somewhat unusual, might be a little bit unusual... Nobody is fighting with anybody [Faculty member 31].

I really see us as a very highly collaborative and a wonderful place to work.... I find that our faculty and staff too are just so heavily dedicated. There is no salary you could pay them for it ... It is about believing the system so that love of our students as well as love of this place, the co-ideology [Faculty member 39].

...this is one of the most collegial departments I've had the pleasure to work in ... I think that comes from our, if I had to say why that comes from the roots of not having a really strong research culture. When I came here in 1993, it was more of a college ... We share, we collaborate. We have—we share in lab space and—I mean there's always individual rough spots between certain individuals that's—but generally speaking, it's a very, very collegial department [Faculty member 34].

I think it's a very collegial, extremely collegial. I think it's very supportive... not that we always agree, but we disagree very respectably and that's for sure [Faculty member 40].

...the faculty of arts being relatively new, being relatively cash-strapped, being relatively in a period of growth, in a period of great youth and vitality and energy and things needing to be created and rather than administered, which is very different.... the faculty of arts is not quite in a place yet where people are fighting to maintain turf and... that has to come at the expense of others, but we are right on the cusp of... the growth ending of it becoming a turf war. I can see it [Faculty member 33].

#### 7.4.3.2 Academic Freedom

Interestingly, linked to collegiality and collaboration one faculty member expressed an erosion of collegiality due to an increase in academic freedom, the nature of academic work and research, and the ability for faculty to work off campus from computers at home or at coffee shops.

I think that the idea of collegiality there's no coffee culture anymore because we're not here and because of academic freedom we don't have to be here.... there's no reason for us to work together other than when we do get together in the faculty meeting which is just a short meeting ...once every now and then, so I think that the collegiality is not there [Faculty member 38].

...academia is a very lonely life...I'm not sure if it's the culture of the university or just the culture of academia is I've only got time for me alone...I think lot of our opportunities or experience or searches to mentor such people as myself [as a new PhD] - that about the time... They're too busy on publishing their own things [Faculty member 38].



#### 7.4.3.3 Faculty Engagement with Branding

Turning to faculty engagement with branding is another way to explore how faculty members perceive and accept, or alternatively challenge branding activities at their university. Most faculty members mentioned a culture which encourages them to participate in branding activities at the university whether or not they believe in the principles of branding activities as part of a university mission or responsibility. As expected faculty members also expressed mixed feelings about their interaction and engagement with brand related activities at the university.

...in terms of wanting the departments to market themselves, yes, the pressure is on...The pressure is on to go high-tech. The pressure is on to do more online courses. Get the webpage out there and I think we're trying to develop a relatively – [a] sort of dignified webpage with a few quotes of philosophers...It's not at all an easy task, although I'm quite sure we have hired, you know, a half a dozen of people to figure out how to do this, right [Faculty member 31]?

...especially now that I am in an administrative job and the irony is that -- that -- that branding exercise at the university fair, that is how I work day to day. And it's ironic that I won't do it at a trade fair, I won't. And that the professors, the professors that don't work that way five days a week, have no qualms about going to do this once a year for three hours at a trade fair...my objection primarily comes from not wanting to feel that my real commitment to my job and my students is -- is their resource to market with... it makes you expect that your one-on-one interaction with your professors is a service interaction like at a mall. It is not a genuine -- it is not a model of the kind of one-on-one interaction that you are going to have with your Profs. It's just an empty signifier for one-on-one interaction. I can't stand it, it literally turns my stomach, I won't do it anymore, except I will. So I manage brands, I manage logos, I manage white space. I manage the proportion of white space around logos, like this is -- this is part of my job. I do this all the time [Faculty member 33]

...never used any. Not only [University C] but other universities. I did not like that idea personally. I didn't feel like it was just important to say where you are coming from [Faculty member 32].

While some faculty reported negative experiences, others spoke more positively of their experiences of being profiled by the university in branding activities and publications at the University. They spoke to a significant level of support including media training and in addition they were given full approval authority on the content.

...they asked me first if I would be interested in doing it, and then I said yes, and then they arranged for a time to have a photo shoot in the lab with me, and then after that I had a half hour interview on the phone with the writer that the faculty had hired to write the basically the articles and they report it yeah...Essentially the writer interviewed me and then basically he wrote down in a very elegant way like what the research was, and they send it to us before it was published and I thought it was very good [Faculty member 37].

...they did a lot of media training with me and prepped me for cameras, prepped me for interviewing with reporters and stuff like that and they took at least a day in terms of making sure I was comfortable, I'm prepared, and they offered to come with me to the station and stuff like that. They went through wardrobe, what to wear, how to dress, and what make-up and stuff to use, and the photography as well so it was very, very much so prepared me [Faculty member 35].

Many spoke to using [University C] templates and logos but not necessarily in a conscious way to promote or brand university C.

When I go to conferences I don't use [the University C] logo, people know I am from [University C], I don't really give my card to anyone. So I don't think in a manifest way, I at all participate in the branding of the space. I have a sociology hoodie, I wear that sometimes because you know students try to get the professors to wear them and I don't mind wearing that. And I know that's kind of branding of sorts [Faculty member 42].

While maybe not involved in formalised branding/advertising opportunities, many spoke of their roles as instructors/faculty and the branding opportunities and associations by simply standing up in front of the classroom and delivering their lectures and interacting with students on a daily basis.

...no, I don't really in very intentional or overt ways brand the University, but I am sure throughout lecturing and giving presentations there are more latent ways that the [University C] branding definitely comes out [Faculty member 42].

Yeah, so that's the wider context....I teach this way... I have extended office hours, I constantly email students. I actually provide that brand [Faculty member 33].

I don't feel I have a direct say, but I think every time I go into my classroom or interact with the student, [not to] be grand about it, but I am representing the [University C] brand...so trying to be student-focused in my classroom and in my manner and working in partnership with the students so I feel up being available, being accessible [Faculty member 36].

#### 7.4.3.4 Fragmented

To better understand how faculty perceive branding at University C it was interesting to explore how the culture was segmented into sub-cultures with changing levels of power and influence. Many faculty members spoke to a culture that was divided partially due to whether you were part of faculty before the institution became a university or not (mode 1 or mode 2) and whether your focus was teaching or research. Other faculty members described a further fragmentation occurring between part-time instructors, contractual faculty and full time faculty.

There is animosity in the university between mode 1 and mode 2 but I think it's more depending on the faculty [Faculty member 41].

Huge divide. Huge divide in probably in perception and I mean we [pre university faculty and post university faculty] have basically different contracts, right? So they—people who are—who were here pre-19—I think it was 1993, have no—they can do research, but it's completely on their own. They don't have to do it....[University C] has changed in a big way for them whereas for me, it's changed a lot in the direction that I wanted it to - changing because I came in with a research mandate and we were trying to get—it was really hard to do research in the early '90s [Faculty member 34].

It's been shifting rapidly but a lot of the culture amongst faculty was us and them - and them was the old folks that have been around [University C] before it was the new [University C] [Faculty member 30].

...quite a disparity between the pressures to conduct research as there is with insuring excellence of teaching, there is a quite a divide, those of us who are focused on teaching who still do research are focused on teaching feel very much not part of the population of researchers that researchers get the respect, they get the support not the same for teachers...There is another divide between training faculty and sessional faculty for sure, then I moved into this limited term contract with now I am RFA but I am not the same....It is very clear, I am not the same as the people on tenure track. So that is a bit quite

fascinating research project in itself and I said that to a couple of people and they said what do you mean, I said I am telling you what I am feeling and what I am witnessing, it is not the same. I have a different level of respect, people listen to me more now, even though I still have the degree when I wasn't [Faculty member 29].

...you still have situations which are in my opinion unfair to some faculty who love the teaching, excel in the teaching or maybe an area of expertise that don't have a lot of funding so it is highly competitive and ... I believe that's unfair because they go and teach in the continuing education .... so whatever time off they have from the formal teaching and the service they spend it on continuing education where others spend it in research and the unfairness is that those who spend it in research do not get paid extra and those who do go to continuing education, you know their salary could be higher than the salary of the premier... this is unfairness, so I can see this other person's perspective [that research is more valued than teaching] but also I can see that if they continue with the teaching and they make more money - then that is unfair then to those who are involved in research [who] are struggling because they still have to teach, they still have to do the service and they still have to do the research [Faculty member 32].

It would be my observation that, for example, no one would ask me about the branding because I'm sessional instructor. I wouldn't be involved in certain discussions about the positioning of the department because I'm a sessional instructor. I may not be privy to certain pieces of information because I'm a sessional instructor. So what I might be able to bring to the table in terms of how we position ourselves in the marketplace as a person who is an industry, who does consulting, I don't necessarily feel that sessional instructors quite have the voice that they could or are able to contribute what they might be able to contribute. ...And they just don't want to include us despite our willingness for us to participate, they're unwilling to bring us into the floor.... I think if you're the average business person coming in to teach, I don't necessarily feel that it's perceived that you have any value with respect to the direction of the department or the university.....Well, there was a Christmas party for full-time staff and sessional staff were not included and because the full-time staff couldn't make the first Christmas party, there was also second Christmas party to accommodate them to which sessional staff were also not invited. Although

we're on the email distribution list so we knew about it. So I think there's a very distinct demarcation [Faculty member 36].

Some faculty members felt the culture at University C was not uniform and varied across departments or schools and some of this may also be a reflection of a lack of meeting time and the chance to interact with other faculty members.

I think the culture at [University C] is a bit a fractured. So how can I explain that? I've taken courses, psychology courses at [University C] and I go into the faculty where the Psych profs are. It's very informal. They are very student-focused, smaller number of students than the business faculty. But I had a sense of a more collegial interaction with the students. I get that same feeling when I go over to [Continuing Education]. So I feel they're very student-focused, very responsive. I feel there are certain areas of study within [The business School] that are student-focused. And I feel there are other areas that are not student-focused. So if I were to think about the culture of the university, I think that I just see it as fractured. I don't see a consistent culture throughout [University C] [Faculty member 36].

I don't feel tension but I think in our faculty here, there isn't a big tension. I think in other faculty, there is a much greater tension between mode 1[pre university] and mode 2 [post university status]. Mode 1 tend to be this old school, immovable mentality. You know, they still have that teaching mentality. They don't think that research is important or has any place here. So there is that factions still in the university, which most people who understand how really university works, think that that's negative [Faculty member 41].

At the faculty level, a little more connection at the school level, most of the connection as the department. More fragmented more distance the issues are different, there is not as much consultation. There's no opportunity to meet [Faculty member40].

#### 7.4.4. Brand Image

##### 7.4.4.1 Image Descriptors

To better understand faculty's perception of brand image at their university, each faculty member was asked to select from an identical but scrambled list of descriptors, three descriptors of how they perceived University C was seen from outside the University.

The following diagram is a visual representation of the responses collected. Please see Appendix D for the sample handout and specific answers provided by each faculty member.



What became immediately apparent was the perception of Image has some unique differences from the Identity descriptors with the word “Commuter” more prominently reflected in the image of the institution and words like “Innovative” not even mentioned.

There was considerable debate among faculty members about the authenticity of the external reputation of University C, however there was a general theme that University C would not be considered a top tier university.

I think there's a bit of a perception generally that you're coming to [University C] because perhaps you couldn't get in anywhere else or you couldn't afford to go anywhere else. I don't think that's necessarily true [Faculty member 36].

Many faculty members felt that this reputation was formed from a historical reputation related to its polytechnic roots and is a reputation that University C has been working hard to dispel since it was granted university status. Many faculty expressed their belief that the university image is in a state of change and gradually this historical image is being replaced by University C's stronger brand identity.

... when I first came here in '93, it had a -- you probably heard the term [derogatory term suggesting lower quality education]. And it was tossed around a lot. And so, the branding, in the way the university's been putting itself forward in trying to improve its image, from my perspective, has been a good thing... as an upcoming institution, it was a very positive story, I think, all the things that have been done to promote us in the public. And I hear much better things now when I tell people I'm from [University C]. You generally get a -- the

image in people's minds and the response I get is a lot more positive than when I joined in 1993. And I attribute that to the branding efforts largely. Well, and, of course, all the things that the faculty members do that make the university what it is that, then, the university goes out and promotes, and becomes our brand [Faculty member 34].

Of particular note was that while University C's polytechnic roots had cemented some negative reputational indicators, it had also enforced some strongly positive brand associations particularly with such identifiers as diversity and career-focused.

...people definitely think [University C] is a diverse place...career focused again, I think that speaks to the university's history that you know I think is a good history...We don't really learn to be a thinker at [University C], but you learn to do stuff, yeah [Faculty member 42].

So, that size does facilitate interaction more successfully than those who can promote multiculturalism on the grand scale as part of their branding might think, walk around, take a look at your campus [Faculty member 31].

...its heritage and being a polytechnic and being close to some of these trade schools. And today some of our biggest programs - fashion very hands on. People actually sewing like there are sewing classes, television and media, some very technical. Engineering, very technical, no one surprised - interior design, journalism. So we still, with a hand towards, I don't want to call it, it's not blue-collar. But it's not the most executive or the most forefront of thought leadership necessarily or research and so on. So you can see even where our major schools or big enrolments are where most of our tuition fees are coming from, those schools still reside and some of them [are] more technical, trades based, physical functional jobs roles disciplines, areas [Faculty member 39].

#### 7.4.5 Brand Authenticity

To fully appreciate faculty perception of branding it was important to understand if they perceived a brand gap at University C. When asked if the promises being made by University C aligned with the promises delivered, faculty members identified areas where they felt the promises being made by their University were not being delivered.

Many faculty expressed mixed feelings on this and some spoke more to whether branding in general was authentic rather than whether University C's brand was authentic. One faculty member expressed that she felt it had become a commodity and implied a sense of manipulation in how it is packaged and sold.

...have mixed feelings about this. I think it has a tendency to make it look more like a grocery store than a deli. You can get some of this and some of that and we'll get you some fancy PowerPoint here and some great displays on that and we're going to have endless workshops [Faculty member 31].

Others spoke to authenticity in terms of specific brand qualities such as research intensive and expressed mixed feelings about the authenticity of this brand quality when compared to some of their more research intensive peers.

...credibility and authenticity get mired a little, right? ... I feel as though [University A's] brand is a lot more established and therefore can command a lot more authenticity and authority. But that has to do with, I see it as a subsection of, I'll say I feel as though if this is like a grade out of a hundred I'm going to give it 70 [for University C] [Faculty member 39].

Other faculty members took a different perspective while speaking to brand qualities like research intensive, feeling research did not resonate as particularly authentic to undergraduate students as this is less important to many of them that attend university. These faculty members felt undergraduate students were more focused on brand qualities which led to a job and gainful employment, and in fact one faculty member took this further stating that the purported brand identity qualities of University C may in fact be at odds with each other.

...I think with respect to research-intensive, again, if you were to ask students about that, some may care very much about that, if they're wanting to pursue an academic career... But for some of them... with undergraduate students - that that might [not] necessarily be on their radar nor would it be important to them in choosing [a] university and in fact, they may feel that that detracts from their experience as students. They may, in fact, many may feel that the research-intensive and the student-focused may, in fact, almost be contradictory goals of the university [Faculty member 36].

#### 7.4.5.1 Unmet Promises

Many faculty members spoke to unmet promises of the brand and one faculty member expressed concerns that perhaps University C should never have been granted university status questioning the authenticity of its university status.

I'm old fashioned. I'm not sure it should be called a university... I think it would have been better off remaining a technical college and marketing itself as moving out, but it wasn't going to get a university status unless it had its arts



department legitimized in some real sense, so their stuck with philosophy [Faculty member 31].

Some faculty members felt some of these brand qualities were nice “motherhead” like statements but are difficult to demonstrate whether they are authentic. Others went further and responded in general to the changes in the notion of what universities used to be and that they have moved from places of higher learning and critical thinking to places of entertainment. In addition one faculty member felt universities in general make promises which are almost impossible to realise.

... it's very hard to—very hard...to point, to say that you're any better than anybody else in anything... to say that that might be more of a motherhood... kind of statement that everyone would like to say but...that's something that we won't really be able to evaluate until later when students now have come out to be leaders of their companies or their organizations [Faculty member 34].

I just will not get into the entertaining business....I mean do we fulfill the promises? I don't think any university fulfills its promises.... so, can it live up to its promises? That's like getting married and saying, are you getting divorced? Nobody knows do they? ... That's going to be a crap shoot for every individual who comes here. Some students are going to tell you it is. Some students are going to tell you, it isn't. Some students say, yes, this program is great. Others say, you know, I really hate my professors. On the whole, does it invest energy? [Faculty member 31]

Some spoke of University C's reputation and that the perception didn't necessarily match the reality due to how University C has approached its funding constraints. One faculty member felt they were underselling their programs which gave the impression to students that they were of less value, while another faculty member felt University C liked to say it was student focused but in truth, funding constraints were making this increasingly challenging and questioned whether this was in fact the reality any more.

I think there's a bit of a perception generally that you're coming to [University C] because perhaps you couldn't get in anywhere else or you couldn't afford to go anywhere else. I don't think that's necessarily true... I think one of the challenges for [University C], some of our programs are more cost-effective. Sometimes there's a perception that if you pay more for a certain institution, you're getting a better education [Faculty member 36].

...student focused I think again [University C], I think -- in some ways it kind of -  
- it's a little hypocritical. I think they sometimes play up on their student focus.  
But they are actually still writing the coattails of its original. You know the  
intention of this -- of this University or this place was different from what it is  
now... but because they hear all of these stories which are historical, which I  
think might be dated about how much [University C] cares about the student  
experience and how much [University C] cares about individual students.  
Which if you go and look at many programs, if you are thinking about you know  
this discipline, it is very clear that cutbacks and slashing of budgets is actually  
complete opposite to that message that they're trying to send about being  
student focused [Faculty member 42].

One professor who held both a faculty and administration position expressed his  
conflicting opinions on branding. While he understood the need and participated in  
branding activities he expressed great cynicism and distrust for the university fair  
events where faculty attend and 'sell' their brand of programs to incoming students.  
Using this as a specific example he spoke strongly to the lack of authenticity where  
professors provide one on one interaction with students and and parents and yet felt  
this was a huge distortion of the truth and reality of what their experience and  
interaction with faculty would be at the university if they enrolled.

...you expect that your one-on-one interaction with your professors is a service  
interaction like at a mall. It is not a genuine -- it is not a model of the kind of  
one-on-one interaction that you are going to have with your Profs. It's just an  
empty signifier for one-on-one interaction [Faculty member 33].

#### 7.4.5.2 Promises Met

Fewer faculty members spoke to authenticity in terms of promises met but a few did.  
Many faculty members spoke to University C's approach to city building and being  
connected to the downtown and business and the recent infrastructure builds and  
partnerships are evidence of this authenticity.

... getting some of this real state and infrastructure and blockbuster downtown  
space ...if you think about sort of the geospatial aspect of branding ...being  
more concentrate has advantages for the brand and now you come into a very  
distinct [University C] space, downtown Toronto, and so to be able to sort of co-  
brand with Toronto, the city and with our Times Square and ... a major  
commercial district [Faculty member 39].

we have credibility in more communities as a result of the kind things, the kind of history we've had, the kind of outreach we've have, the kind of community building we've engaged in, and that's been paying off [Faculty member 40].

Also there was a fair amount of faculty agreement on the authenticity of brand identifiers like career focused and applied skills which is authentic not only because of current programming but also from where they were.

...career focused ... if you look at the nature of the programs we have at [University C], we have unique programs for example fashion, interior design, midwifery we have, those are very career focused... Even within the faculty of business we have a school of Hospitality and Tourism Management, a school in Retail Management, a school in Health Management now; Real Estate Management is coming on stream [Faculty member 40].

Almost all faculty members spoke to the authenticity of being urban and being a city building university engaged with their community. They also spoke to the history as a polytechnic and how that resonated clearly as authentic with career-focused and a practical education. Where authenticity seemed to be difficult to reconcile was with research intensity and whether or not this was at odds with being student focused.

## **Chapter 8 CROSS CASE ANALYSIS**

### **8.1 Introduction**

The primary objective of this study was to explore faculty's perception of their particular role in branding the university in which they are currently employed.

I selected a case study approach because "case studies emphasize the rich, real-world context in which the phenomena occur" (Eisenhardt & Graebner, 2007, p. 25). Further I selected a multi-case design, because they offer contrasting situations, represent a strong start toward theoretical replication, vastly strengthening the findings compared to those from single cases alone (Yin, 2009).

The purpose of this chapter is to draw out cross case comparisons related to the research questions. The primary research question is to provide a greater understanding and description of faculty's role as an internal stakeholder in the branding of Ontario Universities. The goal is to explore how faculty perceive and respond to branding strategies in the context of their university and study the extent to which different attributes may influence faculty perception of branding in their university.

It is this author's opinion there will be similarities between the three cases studies, but in selecting the cases, I was interested in also exploring the distinct differences between institutional attributes. Specifically the institutional attributes I chose to explore were the age of the university (used as a proxy for prestige) and location of the university (i.e. rural/urban).

While details are explored where there is sufficient data to draw comparisons across institutional attributes, in general the coding was examined across broad categories of Commodification, Brand Identity, Brand Image, Organizational Culture and Brand Authenticity.

For a complete breakdown of the findings please refer to Appendix E. The findings are separated along institutional and faculty attributes. The cross case findings explored in this chapter are along institutional attributes only. While sufficient data was not collected to draw conclusions related to faculty attributes the data was explored in the context of faculty attributes of discipline, rank and gender to uncover any potential areas for future exploration and research and these findings can also be found in Appendix E.

Where there was sufficient data, the summary findings are relayed below.

## 8.2 Findings

### 8.2.1 Impact of External Forces on the Academic Service Brand

Faculty members at all institutions identified a lack of government funding was the principle factor driving branding activities at institutions.

I suppose it's a bit of a necessity I guess at this point – I mean if the money isn't going to come from government and we are going to attract the best and the brightest to our institution... [Faculty member 21]

I acknowledge that there seems to be an inevitable bind universities are being put in by funding changes...I suspect that without this kind of external source of funding, the university could potentially be in some financial difficulty [Faculty member 27]

In addition, faculty members at all universities acknowledged that external forces are changing the traditional role of the university. They further reported that they as faculty members have little influence or control over many of these forces but are directly impacted by these forces. As a result, most faculty members feel the increasing prevalence of branding activities at universities is a direct reflection of these forces.

#### 8.2.1.1 Increasing Need for University Branding

Faculty members at all universities identified and accepted a multipurpose strategy to branding universities extending from raising additional funds, to recruitment, to creating a sense of belongingness, raising the reputation of the university and distinguishing oneself from their competitors. In general, faculty members at all universities identified fund raising as the principle purpose for branding activities at their institution.

...at the time of financial cutbacks, salary cutbacks, the pressure to survive is in terms of marketing what the university has to offer to those who can bring in research grants from industry, from individuals, from government, from wherever [Faculty member 31]

While there was general agreement about the need for branding activities at universities the emphasis on brand purpose was context dependent. Faculty members at the newest institution demonstrated a much stronger identification with reputation building as a driving force for branding activities at their institution while the more established universities focused their comments on how the purpose of branding activities were dedicated more to capturing the attention of and recruiting particular types of high achieving students and faculty to their institutions to drive better research and further cement their status and brand prestige. It was noteworthy as well that

some faculty members spoke to a greater sense of belonging due to the prestige associated with the institution.

“I like teaching at [University A] because of the prestige associated with [University A]” [Faculty member12].

Building on the need for branding activities based on contextual differences, many faculty members also identified the need for differentiation in branding their institutions as uniquely different from other institutions. As a result there was a general awareness of faculty members for their institutions unique brand strengths as noted by comments focused around school spirit, community and student engagement in the case of University B, academic reputation grounded in research in the case of University A and a non-traditional and career focused education at University C.

However, while faculty members understand the need for branding activities in response to these external forces they are also aware that this requires trade-offs and may have unintended consequences for the traditional academic experience.

#### 8.2.1.2 Consequences of increasing branding practices

The established universities expressed greater concern for the erosion of traditional values of higher education, but all institutions expressed concerns about the consequences of the commodification of higher education.

...in general we are rejecting our roles as stewards of culture [Faculty member 33]

...I worry it takes away from the primary mission of the university. So to me, the primary mission is scholarship and education [Faculty member 25]

In addition to government cutbacks there was also a general acknowledgement from faculty members at all institutions that these external pressures have led to increased demands for accountability from students, faculty and administrators. Building on this theme for accountability were new expectations that the role for a university was to train students for careers and conform to political agendas by addressing labour shortages. This agenda has consequences for the traditional role of faculty. Many faculty members expressed concern for the impact these measures were having on liberal arts programming by devaluing them and altering the role of the university which has traditionally represented the role as critic and protector of the social and public good.

...one of the dangers is that we're in fact creating false categories and then striving to meet them. What does quality mean? What does excellence mean? [Faculty member 13]

...Art's is being judged against standards that have nothing to do with arts. And that's a problem because those standards are being used to determine which programs are important and which programs should receive funding [Faculty member 42]

Faculty members from all institutions saw this new focus and connection to employment increasingly in the discourse of university policy. They saw it as particularly evident in the professional schools (business; engineering; health) where some faculty members commented on a general loss of control of the curriculum due to increasing desires for universities to demonstrate accreditation from professional organizations.

Faculty members argued that increasingly students and employers are demanding accreditation from professional bodies outside the university. This places pressure on universities to adapt their curriculum to align with the demands from accreditation bodies which often devalues liberal arts subjects in favour of the more professional subjects. So these forces have direct consequences for departmental control of curriculum which directly impacts faculty members in the professional schools and indirectly faculty members in the liberal arts.

...You want a management accreditation thing to give your business school a tick. So what that means is that you have to agree to some external concept of what you should be doing [Faculty member 30]

...you want accreditation with external bodies... what happened – these liberals were quote 'getting in the way' of fulfilling that mandate [Faculty member 30]

This loss of control for the curriculum was an underlying theme faculty members described due to the broad adoption of a corporate approach to university management. Building on these concerns faculty members from all universities expressed equal concerns for this creeping infiltration of business ideology through branding practices as they felt it was re-directing money away from curriculum and teaching and diverting it to resources more aligned with selling a university education.

...a lot of resources being put into sort of advancement and trying to raise money and raise profile and all, but for me, I – you wonder... instead of a classroom? [Faculty member 24]

Faculty members expressed further loss of control for academic curriculum from donors and philanthropists who were increasingly looking to influence decision-making through the provision of donations and much needing funding. Faculty members expressed great concerns about what this means for universities and added further caution that universities may be giving up their role as “stewards of culture” and their role to protect the interests of the “public good”. Their concerns being that these big donations tied to building campaigns often have strings attached and when Universities accept these large financial donations they can potentially shift curriculum control away from the academic mission and values of the university.

The reality is that we need to appreciate that there is almost no philanthropists these days that are willing to sign over money with no strings attached [Faculty member 7].

Adding to the above reasoning, several faculty members added these private funders tend to gravitate to the professional schools, providing them with additional resources and flexibility in comparison to the traditional higher education disciplines found within the social sciences and humanities. This rational ties back to earlier findings where faculty members expressed concerns that these outside forces were reshaping higher education to a political agenda that is less aligned with gaining critical thinking skills and challenging ideas towards one which is focused more on the development of professional skills, and generating economic gain. Despite recognition for the funding challenges, most faculty members expressed the role of a university should be to preserve and support a traditional liberal arts program.

#### 8.2.1.3 Increasing Need for University Leadership

While faculty members agree external forces are driving significant change at universities they also argued for the importance of leadership in steering, communicating and managing this change in a complex organization like a university.

Faculty members at all universities seem to feel more connection with and support for the leadership which comes from their particular department or faculty. The only exception to this rule was with University C where faculty members spoke at length about the significant leadership contribution made by the university President. This was remarkably in contrast to University B where comments about the President were



less universal and often less respectful due to some lengthy and adversarial contract negotiations. In fact one faculty member went so far as to describe their senior leadership as “clumsy coercive and authoritarian”.

What was particularly noteworthy from faculty members at all universities was the general feeling that leadership is important and leaders are respected for the work they do particularly when it is accessible to all stakeholders in the university community.

I think we have great leadership in [University President]...he wanders around campus... He's accessible... He's the same with administrative staff as he is with academic [Faculty member 36]

I personally feel supported in my efforts but not because of Central Admin, but because of my Dean. My Dean is, I think, and in fact, with the exception of one of our Deans in my time at [University B], they have all been what I would call servant leaders. They get us the resources and then they get out of our way [Faculty member 19]

#### 8.2.2 Changing Academic Culture

Most faculty members chose to speak to the culture within their own department/faculty and expressed a general sense of support and collegiality within their own departments; however when probed, there was greater complexity and diversity of opinion depending on the historical context and location of the university, the level of academic seniority, and new pressures required of faculty members in dual academic/managerial roles.

Much of the marketing and promotional materials at University A spoke to a culture embedded with the “best” and “brightest” implying a highly competitive culture for both students and faculty. However, some faculty members commented on the pros and cons of being identified as the best and how this level of competitiveness has negative as well as positive associations particularly when speaking to one of the stronger and desired brand qualities like excellence in research.

...a very, very competitive place. Faculty are very competitive with each other as well as with other institutions ...I'm still grappling with whether you have to let people be rapacious, you know, attention-seeking...whether you have to encourage that in order to see excellence in research [Faculty member 7]

It was also noteworthy from a contextual perspective that faculty members from the rurally located university seemed to speak more strongly and freely of a collegial

atmosphere when compared with their downtown counterparts. Faculty members at University B would speak to walking around campus and getting to know all their colleagues and often seeing these same colleagues in the pubs and restaurants around town.

...a Professor might know you by your name as opposed to some of the larger factory institutions where you're a number [Faculty member 17]

This cultural divide between competitiveness and collaboration was also reflected by faculty rank and seniority. The perception was that junior faculty express their competitiveness in seeking promotion and obtaining tenure while more senior faculty express their competitiveness through access to research funding, resources (including graduate students) and securing the limited and prized senior academic positions.

The worst ones actually are the Assistant Professors who are on tenure track [Faculty member 17]

...and departments are competitive here ... to get the best students [Faculty member 21]

...Director of Graduate programs or Director of Research; those are plum jobs...And there's a lot of competition amongst senior faculty for those roles [Faculty member 5]

While there were not many instructors interviewed for this study, those instructors interviewed often described a fractured or separate culture from the rest of the university and to which they felt their value or worth was considered less than other faculty members.

I don't necessarily feel that it's perceived that you have any value with respect to the direction of the department or the university..... So I think there's a very distinct demarcation

As indicated earlier and reflected most strongly in the leadership of University B, my finding also revealed that faculty members at higher levels of seniority (Associate/Full professors) felt their relationship with administration had been strained by past years of contract negotiations. They described these negotiations as adversarial and further described their relationship with administration as a culture of distrust.

...so it became a real administration-faculty divide - And so people have a lot of distrust of the administration [Faculty member 22]

This was also interesting when explored by faculty members who had shifted into dual academic/managerial roles, revealing an increasing complexity of tensions embedded in academic culture because it required them to balance different and sometimes polarizing perspectives. While acknowledging the acrimonious negotiations between faculty and management one faculty member who had recently been appointed to a dual role reflected on these tensions.

...on the other hand having been a Head [of department] now for about a year and a half, I have had a chance to spend a lot more time interacting with administration and by and large ... found the administrators to be you know straightforward people trying to do their best for the university and do their job [Faculty member 27]

Clearly my findings reveal an academic culture which is changed and is embedded with a complexity which is not found in other industries.

### 8.2.3 Brand Authenticity Questioned

My findings revealed this complexity extends further into brand authenticity where many faculty members feel the brand promises articulated by leadership are not being delivered. They accept their role in this but argue they have not been given the necessary tools to deliver on that brand promise.

In particular, general promises of excellence and student engagement seem to be met with skepticism at the established universities whereas the new university identified skepticism with reputation building brand elements like research intensive.

...my first year history class is 500 students, we'll compensate by offering you a first year seminar... well is that a compensation and are we being honest when we say it's a compensation [Faculty member 13]

...many may feel that the research intensive and the student focused may, in fact almost be contradictory goals of the university [Faculty member 36]

While perhaps most noted at University A, faculty members at all universities appear to recognize similar shortcomings in the branding efforts consisting of classes which have grown to be too large for true student engagement. Further, many faculty members expanded on these comments and agreed that there was a lack of infrastructure to support the claims and promises about innovative teaching and the student experience.

...whether it's because of the funding or we are stuck in the way we teach things ...it's very difficult to do anything different and try to improve it - the

whole infrastructure is setup that you know, so there is a huge disincentive to try to change it and try to improve it [Faculty member 24].

My findings also suggested that many questions of authenticity were context dependent. For example, faculty members at the rural institution described at length a collective school spirit with traditions and rituals which bind the community together and create a feeling of family and belonging. They also spoke of the supporting iconography and swag demonstrated through the painting of university colours on student faces and the almost universal donning of self-identifying leather jackets from their particular department or faculty. In addition, the context of urban or rural could be expressed both positively and negatively. Faculty members of the rural university identified their location of being situated on a lake with a number of outdoor activities such as sailing, kayaking at their doorstep, as a brand strength, while faculty members of the more urban setting focused more on their connection to the financial and business capital of Canada. However, sometimes these strengths were more complex and revealed inconsistencies as reported by some faculty members.

Linked to this sense of belongingness was the desire for inclusiveness represented by cultural, racial and gender diversity. The more urban universities spoke of a culture trying to mimic the city in which it was embedded with words such as “multicultural” and “racially diverse”. But at the rural institutions, where belongingness was a brand strength, faculty members expressed there was a brand gap and described an image which is “ethnically white and not diverse”. It was also interesting to note that one faculty member at University C identified that while there may be diversity in the student body this same level of racial and gender diversity was not apparent within the faculty ranks.

Diversity not really the case when [you] consider faculty. Students yes but not sure it translates to faculty and administration which is still predominantly white male [Faculty member 42].

While brand gaps in authenticity were eagerly identified, faculty members were equally forthcoming in sharing where they felt brand element were both honest and accurate. Faculty members at University A seems to feel the authenticity of the brand particularly resonates around such brand elements as excellence in research and the quality of faculty and students.

...when you leave here you are going to be, like the expert of experts in your area [Faculty member 3]

...International recognition, quality of faculty, quality of students...the tradition of research, all of this is real and true [Faculty member 13]

Faculty members at University B seemed to focus more on prestige and the student focus elements of their brand identity and felt these brand elements resonated as authentic to them.

Student-focused, I think the answer is yes...about the socialization being an important part of the [University B] experience ... The intimate part, I think you do get to see more faculty ...I think that's true [Faculty member 17]

...a sort of kind of exclusive, prestigious sort of smaller school [Faculty member 27]

Similarly, faculty at University C seems to identify their brand with strong linkages with its large downtown urban community and felt these linkages to the downtown business hub lends authenticity to its legacy and brand of applied education.

...getting some of this real estate and infrastructure and blockbuster downtown space... has advantages for the brand [Faculty member 39]

...we have unique programs for example, fashion, interior design, midwifery we have those very career focused.... [Faculty member 40]

### 8.3 Summary of Cross Case Findings

In exploring institutional attributes my findings point to many similarities and some unique differences when institutions are grouped either by age or by location.

When grouped by age, faculty members of the new institutions identified more positively with branding activities than the more established institutions. Further, newer institutions identified different goals for branding activities when compared with their more established peers. One of the main goals of branding identified by faculty members of the newer institution was reputation building, while faculty members of the more established institutions focused more on purposes related to recruiting a specific type of student or faculty member whether that was meant to further a research agenda or to support a particular diversity agenda. By extension when looking to brand authenticity there were distinct differences as faculty members of the newer institution felt the brand promise of research excellence was perhaps not as authentic as other promises made, while the faculty members of the more established institutions felt brand promises of student engagement were the most contentious particularly as class sizes continue to increase.

When grouped by locations faculty members of the institution located in the more rural location felt a much stronger sense of brand identity related to belongingness and community whereas the more urban universities focused more on brand identity qualities of multiculturalism and racial diversity within the student body. In addition, faculty members of the rural university identified their location of being situated on a lake with a number of outdoor activities such as sailing, kayaking at their doorstep, as a brand strength, while faculty members of the more urban setting focused more on their connection to the financial and business capital of Canada. Adding to the sense of belongingness above, while faculty members of all institutions spoke to a culture experiencing increasing competitiveness; faculty members from the rural university seemed to speak more strongly and freely of a collegial atmosphere than their downtown counterparts. Unlike their more urban counterparts, these faculty members spoke to a greater sense of community though the smaller size of their campus and the increased chance of getting to know their colleagues by simply walking around campus and often by seeing these same colleagues in the community pubs, restaurants and day to day activities they participated in around town.

While there were many unique differences between the case-study universities there were also many similarities. Faculty members at all institutions recognized the economic and historical factors that have a direct impact and influence on the academic service brand. All faculty members expressed a general recognition for these contextual factors and the lack of influence and control they had for resisting them. All faculty members seemed to express equal concerns for the use of increasing accountability measures, the focus on training and the gradual erosion of liberal arts programming. Many faculty members chose to comment on the increasing pressures junior faculty were under to publish and secure promotion leading to a much more competitive and less collegial atmosphere than was the traditional hallmark of academic institutions. In addition the more senior academic members expressed more distrust and conflict with administrators due to contract negotiations under tight fiscal times. Faculty members expressed that all these things were altering the landscape for higher education institutions and challenging their roles as critic and protector of the social and common good.

In the next chapter I will discuss these findings in more depth by drawing on the academic literature and based on my findings will propose a new model to help explain the complexity and uniqueness of faculty and their relationship to the academic service brand.

## **Chapter 9 DISCUSSION**

### **9.1 Introduction**

Several authors have highlighted the competitive nature of higher education as the world experiences an increasing influence of marketization in higher education (Dill, 2003; Jongbloed, 2003; Naidoo, Shankar, et al., 2011). As Dill reports, colleges and universities compete for students, research support, faculty members and financial contribution and this competition is becoming both increasingly aggressive and global (Dill, 2003). Institutions are required to take a more aggressive stance in defining a unique position to attract students, faculty and more importantly, alternative funding in the face of decreasing government subsidies (Usher & Dunn, 2009). The underlying rationale for an open or more marketized system of higher education is that as the number of providers grows, the competition increases and “more competition leads to more efficiency, higher quality, more innovation, more differentiation and more choice for consumers”(DeBoer et al., 2009, pg 68). By extension, the argument is that with a rising competitive landscape, the need to define and distinguish one higher education institution from its peers becomes paramount to institutional survival and future growth. It may therefore be argued that the development and the management of the university brand have never held such a dominant position in higher education as they do today.

While there are some studies investigating perceptions of external marketing professionals and internal marketing professionals at higher education institutions (Ali-Choudhury et al., 2009; Burmann & Zeplin, 2005; Chapleo, 2010; Judson et al., 2009) and some studies which investigate student perceptions of institutional reputation (Bennett & Ali-Choudhury, 2009; Brown & Mazzarol, 2009; Nguyen & LeBlanc, 2001), very few focus on the internal organizational characteristics and culture of higher education, specifically related to faculty and their perception of their unique role in branding the institution.

I argue in this thesis that the interaction of academic faculty with branding is essential given that research conducted in the corporate sector highlights the extent to which successful brands hinge upon the activities of those who work within organizations. Researchers have persuasively demonstrated that employee’s engagement with the brand provides competitive advantage as this becomes an important element in the differentiation strategies of the company (Jacobs, 2003; Punjaisri, 2007). Further, they demonstrate how staff play an important role in the delivery of services and perform a vital part in managing external relations (De Chernatony & Segal-Horn, 2001). Indeed,

Naidoo and Pringle (2014, p. 177) argue that the “relationship between the brand and those working within the university is thus fundamentally important. Academic faculty in particular by their very nature of their productive activities in relation to research and teaching may be perceived to be one of the main embodiments of the university brand”.

My aim in this thesis was to explore the institutionalization of branding in higher education institutions and the responses of academic faculty to branding strategies. My understanding from the corporate literature is that brands are imbued by meanings which may not necessarily align with the intent of marketing and brand management (Beverland, 2009). It is therefore likely the higher education sector with its deeply imbedded professional and public culture will experience similar challenges when attempting to adopt marketing practices derived from the commercial sector.

My central research question was to explore how faculty perceive branding in the context of their university and the role they play in branding their university. From my central research question I explored two additional sub questions:

- i. Does the age (used as a proxy for status) of the university have an influence or impact on the way faculty perceive or respond to branding activities?
- ii. Does the location of the university (urban/rural) have an influence or impact on the way faculty perceive or respond to branding activities?

Throughout this discussion I will be exploring my findings by drawing on Brodie (2009) and his Service Brand Framework particularly as it relates to employees (faculty in this case) and their role in both enabling and facilitating the brand promise communicated from senior management and also delivering that promise to external stakeholders. My analysis will also rely on the work of Hatch and Schultz (2008) and their Vision, Culture and Image model of successful brands.

The findings of my thesis shed further light on the complex role faculty play in branding universities and the unique tensions which arise as a result of the distinctive values, beliefs and basic assumptions which characterize the academic culture. I begin the discussion by outlining the impact and influence of the economic and policy context on the state of higher education in Ontario and why this is important in the context of how faculty respond to branding activities. I then move to highlight how faculty perceive this as driving the encroachment of business ideology through branding activities and the tension this creates for academic members who recognize this as an erosion of their traditional role as critic and protector of the social and common good. The discussion



then explores how this has directly impacted academic culture by creating tensions between a traditional academic culture of collegiality to one more aligned with the current competitive pressures of a more commoditized higher education sector. I then move the discussion to explore the authenticity of university brand elements and the tension this creates for some faculty members in delivering a brand promise they may see as sometimes circumspect or at times as outright deception.

I conclude by proposing an academic service brand model which is more representative of the complexity of higher education and the unique tensions created by branding practices at universities where the culture is laden with distinct values, beliefs and basic assumptions which are distinct from other industries and should be considered in the context of branding practices at universities.

## 9.2 Faculty Perception of Branding Activities at Universities

### 9.2.1 Economic and Policy Constraints

As highlighted in the literature review, higher education in Canada is a provincial responsibility and is provincially regulated and subsidized. My findings demonstrated that faculty members are aware of the economic context in Ontario and the policy response for increasing accountability for funds. This is supported by the works of several authors who have stated the need for a strong economic context in a country like Canada to provide for social programs like education (Metcalf, 2010; Metcalf & Fenwick, 2009; Shanahan, 2009). Without a strong economy, public opinion and government policy shifts to tighten the purse strings and demand more accountability for dollars spent.

We are currently experiencing a global trend toward interest in and demand for accountability in all areas of public administration, including higher education. Michael Power argues that, during the 1980's in the UK, there was an 'audit explosion' caused by three main drivers: (1) the rise of the 'new' public management; (2) the increased demands for accountability and transparency; and, (3) the rise of quality assurance models of organizational control (Power, 2000, p. 111). Power maintains that this audit explosion is not simply a UK phenomenon but a global one.

Clearly, Canada is no exception to this growing quality and accountability culture. Shanahan (2009) reports that "in Canada over the last two decades we have seen a dramatic change in the shape and extent of accountability requirements in postsecondary education, largely framed in terms of the pursuit of 'quality' and 'excellence' in education" (Shanahan, 2009, p. 3). She further argues that these changes are transforming both academic work and culture.

In this study faculty members connected these external pressures for funding and accountability for those funds with an ever increasing attention to branding activities at universities. However, they also saw this as having a direct impact and consequence for historical values and traditions of higher education institutions.

#### 9.2.2 Historical Context

My findings revealed that institutional history played a signification role in how faculty members responded to branding activities.

Faculty members of the more established institutions with greater prestige felt different layers of impact and influence from branding activities than faculty members from the new institution. They perceived the focus and purpose of branding activities was more strongly related to the attraction and recruitment of specific types of students or faculty members with the goal being to further a research agenda or to support a particular diversity agenda. It was also interesting to note the attraction faculty members expressed for being associated with the prestigious brand university and the sense of pride with being able to identify as belonging to such a prestigious institution.

In this way my findings support the work of Karreman and Rylander (2008, p. 117) which argued many employees found the corporate brand can provide elite confirmation and represents a symbol of belonging to the best or brightest and for some employees, adds strength to the brand association and affiliation. More interesting was this was in direct contrast with the newer institution whose brand elicits a more defensive reaction and justification for its historical context as a polytechnic. Instead of embracing their historical context as a polytechnic they wish to hide or elevate this association to the next level. As a result, many faculty members of the new institution were less concerned about the consequences of commodification of higher education and the adoption of marketing and branding strategies as they saw branding as an opportunity to elevate its image and brand to reflect their relatively new status as a university.

In this study, each faculty member was asked to select from a list of common university descriptors, three descriptors that they felt described the brand message their university was trying to communicate. The following table illustrates the three most commonly selected descriptors identified and separated by institutional attributes of established or new.

<b>Established Institutions (# times selected)</b>	<b>New Institution (# times selected)</b>
Prestigious (18)	Urban (11)
Research Intensive (17)	Innovative (8)
Innovative (11)	Career Focused (7)

Faculty members from established institutions most commonly described their brand identity as prestigious, research intensive and innovative and was reflected not only in the interviews but in the marketing materials which commonly reflected similar language like ‘cutting edge’, ‘best’, ‘brightest’ and ‘world-class’. This fit with the historical context of the universities and was often used in the context of a boastful statement.

In contrast, faculty members of the new institution focused more on the connection of being “new”, “entrepreneurial” and “urban” and on the practical “career-focused” education that will position students well for employment upon graduation. By doing so they demonstrated an acknowledgement for their historical context as a polytechnic and tried to turn this to a brand advantage, although it was often felt as more of a justification as opposed to the boastful statements found in the more established institutions.

It is interesting to see innovation as reflected in the identities of both established and the new institution. From the established institutions this is tied to their historical position as research intensive. This context is supported by Ali-Choudhury et al. (2009, p. 26) which reported that established institutions (Pre 1992) expressed a stronger emphasis on the “faculty member expertise, research standing, qualifications and international status”. In contrast for the new institution this is tied to being “new” and “career focused”. Even the choice of the type of innovation reflects the historical differences between these institutions as noted particularly at the new institution. For example, the ‘Digital Media Zone’ which works like an incubator and drives innovation to market, would be considered reflective of the millennial generation. It is not only innovative but is also career focused as it brings technology to market by bringing together and linking entrepreneurs with academics with the goal to create jobs in the technology sector. In support of these perceptions, the Digital Media Zone at University C was recently ranked fifth by the University Business Incubator (UBI) Index and highest amongst Canadian Universities. The UBI is a Swedish research initiative which reviews more than 300 university-affiliated business incubators in 67 countries on an annual basis, using 60 key performance indexes.

Another institutional factor of importance which influences institutional branding is the historical location of that institution. Faculty members of the institutions located in an

urban environment reported strong associations with being identified as an 'urban' institution and reflected the importance of the 'urban' identifier as a desirable brand element. It was interesting to note that while both urban institutions highlighted the descriptor 'urban' as a brand identifier, no one at the rural institution identified 'rural' as a brand identifier. It was also interesting that the rurally located institution drew on different descriptors and brand elements to differentiate their brand and attract students and faculty members. They drew on the beauty of the lakeside campus and the recreational activities associated with being lakeside, such as sailing, kayaking and canoeing.

Ali-Choudhury et al. (2009, p. 19) support my findings as they found that university marketing directors believe that geographical location was critical to student choice as they increasingly select their universities based on being located within a convenient travelling distance from home. They also noted that students selected location based on the "physical attractiveness and safety of the university's campuses"(p. 21) and having connections to a large city centre with significant "social" opportunities and "links with employers".

When faculty were asked to comment on their perception of the image or reputation of their institution, many faculty members of one institution spoke to a reputation for institutional spirit. They saw this as a significant brand strength which was specific to their institution and felt it created and nurtured a stronger sense of belongingness and community for students. Interestingly most faculty members at this institution spoke to how this was demonstrated through the wearing of university clothing representing the traditional colours and the almost universal ability to know and participate in singing university cheers on cue. Many also commented on how this "ra –ra togetherness" creates a bond which provides a sense of connectedness so students and faculty feel "happier" and in their opinion this helps to facilitate "better work". This sense of belongingness or intimacy as an attractive brand element is supported by Ali-Choudhury et al. (2009) and has been identified previously by others (Chapleo, 2005).

This institutional spirit and belongingness may also be reflective of the relative smaller size of this institution as University B has less than one third the number of students of University A and about half the number of students at University C. This reasoning is supported by Dill (2012). In describing the work of Clark (1972), Dill (2012, p. 3) argues for the important role language, symbols, ceremonies and institutional legends play in contributing to institutional loyalty and commitment. He argues this is directly impacted by an organizational culture which is influenced by institutional size

complexity and control. He concludes by stating smaller institutions may experience more “symbolic bonding” than larger more complex institutions and this makes for a more collegial organizational culture. As supported by my findings this kind of symbolic bonding is embedded into a culture which is bounded by a historical context which reinforces its authenticity in an ongoing conversation of common rituals such as the singing of university chants and songs and wearing of distinctively emblematic and traditional garments which are reflective of that institutions historical context.

In the next section I explore how these contextual factors trickle down and are expressed in the academic service brand.

### 9.2.3 Tension between the Adoption of Business Ideology and Traditional Academic Role

As indicated at the front of this chapter, my findings are consistent with a growing body of evidence recognizing that many factors including economic and regulatory factors have combined to propel universities to engage with forms of marketing practices that are more closely aligned with the corporate world and business ideologies. Changes in funding, pressures for massification, and increasing attention to measurement and accountability have led to the positioning of students as consumers (Dill, 2003; Naidoo, Shankar, et al., 2011).

Consistent with the literature my findings demonstrate that most faculty members recognize the cause; however, they also express concerns for what this means for the university brand and the rituals and traditions which bind a university in its role supporting societal values through critical thought and through which it has traditionally provided a balance to corporate influence and political authority. Indeed the commodification of higher education has altered universities’ traditional role of scholarship and education to one focused more on training and careers, a role which is customarily associated with Colleges. Naidoo (2005, p. 32) argues that “commodification of higher education reduces the rewards and sanctions from one based on academic prestige to competitive activities intended to generate income”. Winter and O'Donohue (2012, p. 565) found that while faculty may recognize the cause, they also shared a “deep-seated antipathy to a market ethos that reduces higher education to a narrow economic function”. An increasing focus by university administrations on branding activities at universities represents an acceptance of business ideologies in higher education spaces and my findings from faculty demonstrated a similar sense of distrust.

My finding revealed the largest criticisms came from faculty members located in the social sciences and humanities disciplines who spoke to the challenges of branding intangibles like critical thinking skills and how this has significant consequences for higher education institutions as it leads to policy which emphasizes the professional schools and devalues liberal arts programming. Further, branding activities are often directed toward establishing and highlighting the quality of one program over another and this often relies on measurement and quality indicators. However, a quote often attributed to Albert Einstein reminds us that “[n]ot everything that counts, can be counted, and not everything that can be counted, counts”(Cameron, 1963, p. 13). These fears were reflected in the content of my interviews with faculty members for this dissertation who expressed concern that these subjects would be devalued based on a merit system which is based on metrics which can’t be applied in a universal manner.

When the Premier, Mike Harris, went on and on about how universities waste so much money, the example is used, because they produce too many geographers, it just sent a chill down our spine because...it’s a kind of command economy attitude towards universities saying that in this 5 year plan, we’re going to need 46 engineers so we produce 46 engineers [Faculty member 13].

While competition is typically associated with increased quality, when applied to universities it may in fact have the unintentional consequences of decreasing both the quality of and access to higher education. Indeed, Naidoo (2008) cautions us to be wary of the consequences of governance reactions to increasing pressure for marketization of higher education as “previous integrated relationships between academics and students are likely to become dis-aggregated with each party invested with distinct, if not opposing, interests”(Naidoo, 2008, pg 47). Her concern being that this asymmetry and drive for quality and accountability may unintentionally deter innovation, promote passive learning and standardization, and further entrench academic privilege to prestigious institutions that can resist marketization, which is the exact opposite of what marketization and competition is celebrated to promote. The implications for branding activities are whether the goal and motivation of branding activities are directed more to business ideologies such as profit (paying customers) or to more social ideologies considered the traditional role of the university which could more readily be defined by the language of education and scholarship. As one faculty member submits, competition and branding practices are indirectly driving universities to focus on achieving an economic function at the expense of quality and at the

expense of the central purpose and role of the university which is perceived by many faculty to enrich and better the world.

Do you simply take students who can afford to go and are willing to pay or are you trying to attract the best students who will then make a particular contribution, both to the University and then subsequently to either Canada or their own nation, bringing with them the connection that memory and the connections that [University A] benefit long term, business plans, diplomacy and all those things [Faculty member 13].

Part of the tension expressed by faculty members was found in the complexity of the relationship they had with senior management and administration. The role of leadership in communicating brand messaging to faculty members which balances the corporate vision but still reflects the unique values, beliefs and basic assumptions of academic life was found to be a challenging balancing act.

My findings revealed faculty members of all three universities spoke to brand leadership within their organization particularly from senior management and central administration with mixed feelings but agreed to the importance of senior management to communicate their vision of the brand and be willing to actively listen to feedback from faculty members. They also argued strongly about the need for leadership to be cognizant of the historical place of the university and to reflect that in their messaging so that it resonates as authentic to faculty members that they are then asking to deliver the brand.

In support of my findings, Vallaster and de Chernatony (2006, p. 771) reported that “many brand-building efforts fail to be effectively implemented due to a lack of convincing communication”. They go on to argue that leaders of organizations influence internal brand building through verbal communication and social interactions with employees. They report that “non-verbal communication behaviours such as showing commitment, living brand values and identity and trusting and enabling employees were crucial leadership behaviours”(p. 773).

It is noteworthy that more than one faculty member at one university expressed concerns about the senior leadership at their university and what that means for faculty and their perception of the university brand. This clearly illustrates what can go wrong when there is a perceived lack of communication where the communication is one way and does not recognize the significant role faculty members have in transmitting and living the brand. In many ways these faculty members reflected the current research

on leadership which posits that some leaders “in pursuit of the ‘brand’ may, hence, find themselves drawn to manage the performance and priorities of their colleagues in ways that are precisely contrary to what is required to engender increased commitment amongst key academic staff”(Naidoo et al., 2014, p. 155).

...no, I can tell them honestly, that I think they are missing the point about their brand, I really do. I think that what the brand is according to the students and according to the faculty and according to alumni for some reason is being abandoned by the management in favor of a very different model...they are missing the point about what makes [University B] interesting and special [and] attract students - and in a way they are being pressured into abandoning their brand as it is perceived by those who participate in it [Faculty member 23].

Building on the importance of senior leadership, my findings revealed that faculty member's relationship with management is often reflective of their relationship during contract negotiations. Many faculty members reported distrust for administration.

Faculty members are likely responding to administration demands as representative of an ideology of regulation and control where faculty members are made to feel powerless as they are prevented from expressing critical thought and opinion (Russell, 2011). However, the literature tells us that while organizations may wish to control and regulate employee identities, employee often respond by resisting and misbehaving in ways that are not anticipated by management. As Simms (2011) suggested this can lead to unions embracing organizational values and turning them against management to improve their own work. This is particularly relevant as several faculty members in this study highlighted the brand contradictions noted between promoting brand attributes of excellence in the student experience while at the same time creating larger and larger class sizes where faculty rarely interact with students on an individual basis and are unlikely to even know an individual students name. Faculty unions likely see the hypocrisy in these brand claims and could easily turn them back against management to demand smaller faculty/student ratios.

In general my findings suggest all faculty members, describe a culture which has become more competitive in response to decreasing financial resources and this has in turn added to a culture of faculty/administrative distrust. Ehrenberg (2012, p. 213) provides support for these findings and argues that increasing accountability within higher education institutions has altered the academic culture and put additional stresses on faculty/administration relations particularly where “collective bargaining contracts may specify faculty evaluation processes”. Anderson (2008, p. 252) in



speaking to academic resistance to managerialism in the contemporary university, found that academic training was a potential barrier to corporate concepts like branding. She argued that faculty members are “unlikely to passively accept changes they regard as detrimental....and are therefore likely to resist erosion of valued aspects of their work”.

From a Canadian context, faculty unions are considered quite strong in comparison to other jurisdictions but this has had a mixed effect for those who are within the union and those who are considered outside the union (e.g. contract faculty/instructors).

Faculty unionization has protected the faculty “inside” the union, but it has also contributed to the structural fragmentation of academic work. Those “outside” the faculty union observe that they frequently teach the same courses or pursue the same research activities as those inside but with very different levels of remuneration and benefits (Jones, 2013, p. 79).

In the next section I explore the tension within the academic culture itself and how this influences the academic service brand.

#### 9.2.4 Tensions Created within the Academic Culture

Some have argued that the structure of higher education which consists of a large internal workforce consisting of scholars from diverse academic fields and areas of research interest make it difficult to rally around a single unified brand (Waeraas & Solbakk, 2009). Roper and Davies (2007, pp. 87-88) argued that public sector employee’s like those in Higher Education gain a greater satisfaction from their individual efforts rather than from the input of the organization and therefore, have more loyalty to their profession than their institution.

Chapleo (2007, p. 29) adds that institutional culture and legacy are a challenge to creating a clear brand identity, and quotes one chief executive as stating “staff work at the university, but not for it” and several other executives as stating that the language of branding is “not ‘always comfortable’ or even ‘culturally acceptable’”.

Within the context of how faculty members respond to management in communicating their brand message and how faculty members deliver the brand promise to students, my findings revealed three main points of tension within academic culture itself. The first point of tension was expressed as a tension between reconciling the new competitive pressures being forced on them from management as a response to external stresses and the impact this is having on the traditional collegiality of academic culture. The second point of tension was expressed as increasing pressure

to fund research through non-traditional sources and with potential conflicting interests. The third point of tension was expressed from faculty members who had dual roles and the conflict they felt in trying to balance their managerial role with their faculty role. The next three sections will highlight these internal faculty tensions.

#### 9.2.4.1 Tensions between a Culture of Collegiality and New Competitive Pressures

While, in general, faculty members in this study continued to speak to a culture of collegiality which values academic freedom and critical thought, there was strong fear that this is changing. Most faculty members in this study see an academic culture which is undergoing a metamorphosis, where collegiality is being replaced by a culture of accountability and efficiency and where advancing technology has made direct and informal interaction with colleagues unnecessary. As indicated in the literature review, there is a growing recognition that “collegiality”, “freedom of thought” and “pursuit of truth” are being replaced by “accountability and “efficiency” as universities are no longer insulated from the pressures of marketization (Churchman & King, 2009; Dollery et al., 2006).

Some faculty in this study noted that this erosion of collegiality was most noteworthy amongst the younger academics due to increasing pressures and benchmarks leading to promotion. Part of that promotion is tied to research productivity and faculty members at University A were even more direct about describing the competitive pressures by choosing words such as “aggressive”, “rapacious” and “attention seeking” which younger faculty in particular are forced to adopt. This is supported by the work of Archer (2008b, p. 401) who argues that younger academics are experiencing “tension”, “rupture” and “identity conflict” due to the pressures for performance and production. Despite recognition for these pressures, she expresses hope for the future of the academic culture as she feels younger academics are “trying to resist the drive for performativity through the taking up of more ‘traditional’ academic discourses (e.g. around notions of collegiality)”.

Archer (2008a, p. 272) highlights that “younger academics described experiencing contemporary academia as exerting immense pressures on them to produce particular ‘products’ within ever-tighter timescales and with fewer resources”(Archer, 2008a, p. 272). Archer (2008a, p. 282) further argues that young academics struggle to maintain “distinct collegiate, principled projects within a climate that value – and demands – competitive, individualistic practices”. My findings support Archer’s view that while younger academics desire a collaborative work culture they also recognize the

increasing competitive pressures they are under and struggle to maintain a sense of the traditional culture of collegiality.

In contrast to my findings and adding complexity to the Canadian context, is a recent paper by Jones et al. (2012, p. 197) which reported on the Canadian data from the Changing Academic Professions (CAP) survey and stated “assistant professors generally report that they operate under similar working conditions to their more senior colleagues and possess a relatively high level of satisfaction with the majority of their professional responsibilities and functions”. This is interesting in its novelty and suggests further investigation.

Adding to this cultural complexity were instructors interviewed for this study, who described a fractured or separate culture from the rest of the university which was not only less collegial but did not acknowledge the value and contributions that instructors made to the university brand. Silver (2003) adds further support to a culture which is increasingly characterized as fractured and argues that universities do not have a single definitive organizational culture but are fragmented by values in conflict and a lack of coherence which is characteristic of universities today. Similarly, other authors have also highlighted the marginalization, perceived lack of value and constant struggle for legitimacy of contract workers (Archer, 2008b; Hey, 2001; Reay, 2004).

Regardless of rank it would appear that the traditional culture of collegiality is being tested with a tension brought on by new competitive pressures to perform in an environment with reduced fiscal resources and increasing administrative demands for performance and accountability measures. As noted earlier this tension may have unintended consequences for management as unions embrace brand values and turn them back on management to improve their own work circumstances.

#### 9.2.4.2 Tension Created by the Need for Research Funding and Available Funding Sources

The question was also raised by many faculty members in this study about the linkage between adopting closer ties with the corporate world and the impact this may have on research. The concern being that if research is now being driven by commercial need of funders you may be sacrificing the ground breaking, big thinking research which is in the best interests of the research community and society at large.

Gonzales, Martinez, and Ordu (2013, p. 16) support this reasoning and argue that the increasing adoption of business ideologies like branding activities has led to changes in the way faculty approach research as “rising research expectations are about much

more than producing research for prestige (cultural resources)” but is actually driven by outside interests as a means to attract funding. As indicated in Chapter 4 of this thesis, Fisher et al. (2009) argued that for Canadian Universities new policies driven by economic constraints has led to greater competition for research and development dollars. This is also supported by others who argue universities now direct a large amount of resources toward competing for this grant money and are “less involved in collaboration with each other to preserve the ideals of the university” (Bakan & Newson, 2010, p. 199).

The problem with this conceptualization is that it has brand implications for research universities that don’t wish to become branded as “think tanks” or “consulting companies”. Misztal (2012, pp. 139-140) supports these concerns and argues:

...despite the growing prominence of the think-tank expert, think-tank experts cannot double as public intellectuals ... they cannot be seen as replacing public intellectuals’ commitment, independence, and critical voices....academic public intellectuals, by providing their contribution to just and pluralistic dimensions of contemporary politics, perform an important social function. Although they do not often succeed in telling “the truth to power,” their critical and committed stand is both necessary, as democratic debates need a model of independent rationality, and desired, as the public appreciates more morally informed social debates on matters of common concern.

#### 9.2.4.3 Tension between Academic and Managerial Roles of Faculty Members

Faculty members in this study also expressed tension when they were required to assume dual administrative roles which demanded a more direct acknowledgement for the fiscal constraints and challenges universities are facing. As indicated in the literature review, Enders and Kaulisch (2006, p. 93) speak to academic careers which are becoming more “bounded” due to “policies and practices that are moving from collegial models of governance to management models which are aligning the academics’ activities with the interests and needs of their organization”. Henkel (2005) has also argued that academic relationships and boundaries have become blurred and that the right of academics to determine their own agendas is being challenged. Clearly my findings demonstrate further layers of complexity to the academic culture particularly when academics adopt managerial responsibilities and have to set their academic values against competing corporate ideologies.

Whitchurch and Gordon (2010, p. 138) support the tension created by these competing roles and argue that “[m]ovements in academic and/or professional identities are,

therefore, complex, varied and contested, raising a key question for managers and leaders as to how the university can become a place where all roles and identities are valued in addition to the achievement of the reputation and success”.

In the next section I explore the tension faculty expressed when asked to deliver the brand promise to students when the promises made did not always align with the promises delivered.

#### 9.2.5 Tension between ‘Promises Made’ and ‘Promises Delivered’

Ali-Choudhury et al. (2009) surveyed University Marketing Directors and identified several common brand elements they felt were important to students, including student diversity, location, and employability. However, it is important to also consider the viewpoint held by Beverland (2009) which argues that this is irrelevant if it doesn’t resonate and feel “authentic” to stakeholders. Beverland has argued that:

Authentic brands must develop open-ended and rich stories rather than mere positioning statements. They must espouse enduring values, become part of the cultural landscape, emphasize their love for the product/service, and develop a powerful organizational memory that acts as a repository for their enduring brand story (p. 109).

Consistent with Beverland’s argument, many faculty members spoke to gaps in authenticity of their university brand, particularly around claims of excellence, interaction with faculty and the student experience.

My findings revealed a certain degree of cynicism for branding as the messaging was essentially the same at all institutions with all institutions striving for the same key brand elements including research excellence, teaching excellence, excellence in student experience and an international and global presence. This concept of homogenization is not a new concept and has been highlighted by several authors (Huisman, 2010; Jones, 2009; Naidoo, 2008; Shanahan, 2009). Their argument being that higher education policy is being driven by private sector ideologies and a desire for increasing accountability and comparability between institutions. Oddly enough, while these policies have been designed to drive competitiveness and differentiation in the higher education sector, this desire for accountability has driven policy and incentives (e.g. research grants) in the opposite direction and led to more standardization of curriculum and an organizational structure which promote homogenization rather than differentiation.

While institutions are driven to make similar brand claims the authenticity of these claims are often at odds with the reality as institutional history in many ways restricts faculty members in delivering an authentic brand message. University C comes from a history embedded with values consistent with a polytechnic education and an academic identity more associated with career based education and training and therefore to make claims more aligned with a history embedded in research creates a tension for some faculty members where they have expressed conflict with the brand message they are being asked to deliver by senior management. Similarly University A has a historical reputation as a large competitive research based university which is likewise difficult to reconcile with brand elements such as excellence in student experience, particularly when faculty members have pointed out that many of them are teaching classes of 500 plus students with little personal contact or student engagement.

This gap in authenticity was expressed most clearly by some faculty members who held dual management and faculty roles. Several faculty members spoke to managerial positions which required them to adopt certain business ideologies more consistent with a sales pitch and which is often not consistent with reality. As one faculty member expressed, “[i]t’s just an empty signifier for one-on-one interaction” and is not representative of the kind of interaction students receive; in effect he is suggesting it is in fact a lie.

Building on this reasoning, some faculty members spoke to the falsehoods around advertising and marketing materials with one faculty member commenting on a photo used to promote the engineering department by featuring three female students and suggesting the engineering department had a healthy gender balance. This faculty member argued this represented almost all the females currently enrolled in engineering and described the advertisement as a “lie”, and “offensive” because it is so “disingenuous”. Other faculty members echoed the above reflection related to advertising and marketing materials and highlighted the tension some faculty members had with brand authenticity. Of particular note was the strong reaction one faculty member identified as a personal “embarrassment” as it did not reflect values and beliefs which were consistent with the traditional role of the university nor with this faculty member.

... So, what we have, it was a front page magazine associated with the university, a Black boxer. And the fact that he's Black isn't even relevant. He's a boxer, right? He's not a scholar. He's not a struggling immigrant after the war. He earns his living hitting people... This is what we want to have

associated with the university, somebody who knows how to hit people. Now, they're not going to see it that way because they're not going to come and ask a philosopher, "How else might you see this?" They're going to go, "Wow! Look at that picture. Isn't that amazing? Look at how Muhammad Ali is standing on the bottom of the fish tank like that. You can see the bubbles and this pretty slick stuff, given that we didn't have digital cameras probably when it was taken. I can just see the excitement over this." Hello, this is picture of a boxer in a fish tank and he knows how to hit people.... So, I'm embarrassed. I'm ashamed of being associated with a university that thinks it should market its photo shoots with people who - sorry to repeat it, know how to hit people...I do everything I can to try and discourage people from hitting each other, physically, mentally, emotionally, and then I have to have this go out [Faculty member 31].

The question raised by the above is whether or not these branding activities through marketing and advertising are not only inauthentic but are designed with intent and the goal to mislead students, funders and other external stakeholders. This is particularly challenging as faculty members traditionally associate their role with the kinds of activities which are consistent with seeking truth, exposing lies and protecting the social and public good. My findings highlight the tension faculty members feel when they are asked to support and participate in branding activities where they see themselves as perpetuating false statements which may also be inconsistent with their own values and beliefs.

Lastly, another brand quality raised by faculty members was whether or not there was a brand Canada. While faculty members often identified one of the purposes of branding activities at the university was to attract international students and faculty, many also pointed out the gaps and barriers related to being identified as a unifying "brand Canada" given the structure and policy context in Canada is not conducive to a national brand. As identified in Chapter 4, higher education is a provincial and territorial responsibility and therefore it is challenging for universities in Canada to adopt a broad Canada wide educational brand when the policy priorities within each province and territory may be substantially context dependent.

The findings of my study demonstrate the complexity of branding in the context of higher education from the perspective of faculty and illustrate the challenge in creating a cohesive brand with so many divergent and competing pressures. In the next section I illustrate this complexity through a proposed model to better understand and

appreciate how these unique forces and tensions interact and impact on the Academic Service Brand and which have not been adequately represented by previous models.

#### 9.4 Proposed Model for the Academic Service Brand

The Vision Culture and Image model of Hatch and Schultz (2008) and the Service Brand Relationship Value Triangle model of Brodie et al. (2009) are considered ideal models. What my findings revealed was in the context of higher education with its unique set of values, beliefs and basic assumptions these models fail to capture the complexity found in higher education and an academic culture which is in constant struggle to reconcile and balance competing and sometimes polarizing positions.

The model begins by acknowledging the external forces which are present in the context of higher education in Canada and the Province of Ontario and further acknowledges that higher education institutions and the people that work in them have little power or influence over these forces. However, the model acknowledges that these forces are present and directly influence and impact everything below them.

The next layer of the model acknowledges that the other factors in the model operate within the confines of a particular historical context. A hundred and fifty year research intensive history has a completely different historical context when compared to an institution which has recently achieved university status after being a polytechnic institute for 50 years; and this has an impact on all the factors embedded in the model and when combined with the external forces identified above helps to explain the unique tensions which define the academic service brand.

The next layer of the model borrows from Hatch and Schultz (2008) and Brodie et al. (2009) and identifies and places Faculty (Academic Culture), University Strategic Vision (Academic Brand Identity), and University Reputation (Academic Brand Image) at the three tips of a triangle. The model then focuses on faculty and illustrates further complexity in the academic service brand by identifying three key points of tension identified in this thesis:

- 1) Business ideology and the traditional role of faculty
- 2) Promises made and promises delivered
- 3) Faculty specific tensions
  - a. Collegiality versus new competitive pressures
  - b. Research funding pressures versus available funding sources
  - c. Academic role versus managerial role

The first point of tension identifies the complex relationship faculty members feel for reconciling a creeping commodification of higher education with the traditional role of

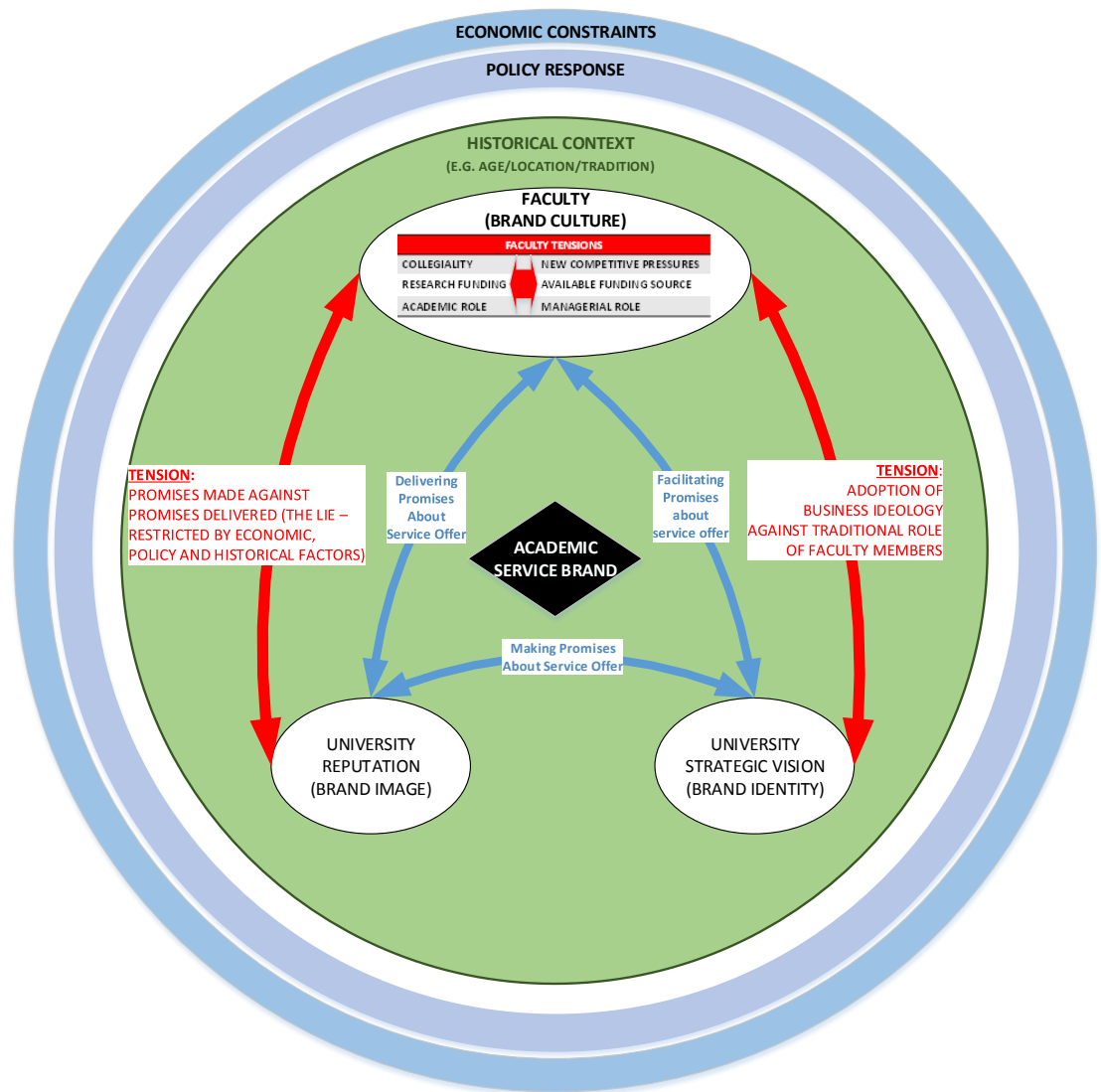


faculty as protector of the social and public good and the complex relationship they have with senior management.

The second point of tension identifies the complex relationship faculty members feel when the promises made are not necessarily reflected in the delivery of those promises. Some faculty members expressed tension around brand claims of student experience when standing in front of a class of 500 students. For others, brand claims for research intensity may not resonate as authentic. The question was raised as to whether higher education institutions can actually claim to be both excellent in research as well as excellent in student engagement. These may in fact be mutually exclusive.

Lastly, within the academic culture there existed competing tensions which add to the complexity of the academic service brand. Faculty members themselves identified the traditional culture of collegiality was changing as faculty members felt pressure to compete for fewer tenure stream positions and fewer departmental resources. As a result faculty members also identified additional pressure related to research funding and the tension for finding alternative funding sources. They saw this as changing the nature of research and the traditional values and beliefs of an academic culture. Faculty members also identified new tensions created in managing dual academic/managerial roles and how this influenced perception for the academic service brand.

On the next page is a graphical representation for a proposed academic service brand model (see Figure 9.1).



**FIGURE 9.1: Proposed Academic Service Brand Model**

## **Chapter 10 CONCLUSION AND IMPLICATIONS FOR PRACTICE**

### **10.1 Introduction**

I began this study to investigate branding in the context of higher education with a focus on understanding branding from an internal stakeholder perspective. My rationale to pursue this line of inquiry was driven by a study completed by Hemsley-Brown and Oplatka (2006, p. 333) which was a systematic review of the literature in the context of branding and which concluded “although there have been a number of studies that examined image and reputation, the notion of branding has barely made its mark in higher education marketing”. Further, my justification was supported by the fact that with the exception of Waeraas and Solbakk (2009) even less attention has been directed at understanding how academic faculty as the single largest internal stakeholder, respond and contribute to branding activity.

In response, I selected a multi-case qualitative approach to explore this phenomenon and provide a greater understanding and description of faculty’s role as an internal stakeholder in the branding of Ontario Universities. My central question was to understand how faculty perceive and respond to branding strategies in the context of their universities. Building on this central question, I also set out to understand the impact and influence of institutional attributes (location; heritage) on this central question.

In Chapter 9 I discussed the findings of my study in the context of the current literature and proposed an academic service brand model which captures the complexity and unique attributes of academic culture and the higher education industry. In this chapter I conclude by summarizing the key findings and expand on the implications for administrators at higher education institutions and make suggestions for future academic research. I then summarize some of the strengths and limitations of this study and conclude with reflections on the doctoral process.

### **10.2 Key Findings**

In conclusion, my findings revealed the complexity of the academic service brand with its unique values, beliefs and basic assumptions as demonstrated through the words of faculty members’ at three universities in Ontario Canada. My findings show that previous models do not adequately capture the complexity of the academic service brand and academic culture and therefore a new model was proposed. Below I outline some of the key understandings generated from this thesis and represented in the proposed model.

First there was general acknowledgment for the external forces which are present in the context of higher education in Canada and the Province of Ontario and which directly impact and influence the academic service brand. There was further acknowledgement that higher education institutions and the people that work in them have little power or influence over these forces and under current economic conditions these forces have driven governance and accountability mechanisms which are in turn fueling funding pressures at higher education institutions.

In general faculty members' at all three universities agree that cumulative pressures primarily driven by these funding pressures have forced universities to increasingly engage in branding practices, primarily to attract new funds, students and faculty members. Further, most faculty members supported previous criticisms from others (Anderson, 2008; Deem & Brehony, 2005; Dill, 2012; Naidoo, 2008) that it represents the erosion of the traditional role of universities that was based on scholarship and education to a role many worry is based on the broad acceptance of business ideologies and which reduces the role of higher education to not much more than an economic function. Many faculty members argued there are consequences to the broad adoption of business ideologies and accountability measures as it unfairly leads to a devaluation and erosion of liberal arts programming as these subjects rely more heavily on intangible skills which are much more difficult to quantify.

My findings also revealed how institutions and faculty members within them respond to these forces is also directly influenced by contextual factors like heritage and geographic location, and these contextual factors lead to specific perceptions with respect to how they assess and choose to respond to branding practices at universities and the authenticity of specific brand elements. With the outer layers of the proposed model creating the environment in which the academic service brand is embedded what follows is a description of some of the key similarities and differences revealed by the faculty members at the three universities studied.

My findings revealed a general concern from all faculty members for the authenticity of their corporate brand specific to certain claims. The prestigious universities in general felt their brand was not being authentic when speaking to student engagement and the student experience, while faculty members at the new university felt their brand was not being authentic when speaking to research excellence. In fact one faculty member summed this up quite nicely stating that he thought "...excellence is terrific but it's not free. So if you're going to have excellence in something, what are you prepared to have less of"? Is it really possible to be both excellent in research as well as excellent in

delivering the student experience or are these brand qualities in fact mutually exclusive. In practice, Canadian marketing consultant Ken Steele argues they are mutually exclusive and if “faculty believe an institution is committed to research, but students expect it to be student-centred, one or both parties will be severely disappointed” (Steele, 2010, p. 104).

In addition, my findings revealed that faculty members from all universities spoke of the traditional collegial culture at their university, which they feel is gradually shifting due to a variety of factors including an increasingly competitive landscape where they are required to do more with fewer resources, and an environment where technology has made it easier to avoid interaction with each other. Also identified was a clear indication from faculty members that the lower ranked faculty members represented by assistant professors were under more competitive pressures than their more senior ranked colleagues. This is interesting in the context of recent research by (Jones et al., 2012, p. 197) which found contrary evidence to support “assistant professors generally report that they operate under similar working conditions to their more senior colleagues and possess a relatively high level of satisfaction with the majority of their professional responsibilities and functions”.

Many faculty members also expressed that the academic culture of collegiality is being replaced by a culture which is more fragmented and representative of more complexity. This can be seen in how faculty members responded to brand related activities. Faculty members clearly felt they were participating and engaging in brand activities but did not always feel it was necessary to apply the iconography and brand standards in a uniform and prescriptive fashion. Many commented on conference presentations and reported they purposefully chose to acknowledge the university only on the title slide as their presentation was more about their research and discipline rather than the university. They were also quick to respond that this didn't mean they were trying to disassociate themselves from the university but felt their audience was less concerned about their university affiliation than the findings of their research. Building on this fragmentation, my finding also exposed a separate faculty/administrative culture as many faculty members also spoke to a tense relationship with administrative staff due to several acrimonious disputes around contract negotiations and performance indicators. This was further complicated by faculty members who had dual managerial roles. Finally, while only a few contract faculty members (instructors) were interviewed, there was a sense that they were excluded from the ‘faculty culture’ and to some extent felt marginalised, unappreciated and not a valued component of the institutional brand.

My findings also revealed general acknowledgement from all faculty members for the important leadership role senior management (i.e. Presidents/Principals/Deans) at universities can play by being an ambassador of the brand both externally to potential funders as well and internally to faculty members. By including faculty members in the discussion, debate and communication of the brand, faculty members feel a sense of ownership and are more willing to adopt the brand, and in turn establish and reinforce its authenticity. Reflecting previous statements above, many faculty members also expressed the strong role for open communication between faculty members and senior management in the building of trust particularly when contentious issues like contract negotiations are engaged.

For the prestigious institutions faculty members generally felt their brand was most closely aligned with such brand descriptors as prestigious and research intensive. While for the new institutions the brand descriptors most commonly identified and considered authentic were urban, and career focused. When themes were separated by location the more urban institutions identified themselves as urban; however, of note was that faculty members of the rural institution did not identify the descriptor 'rural'. This would highlight the higher value placed on the brand identifier of "urban" than "rural" and this is also reflected and supported in current practice as universities are now seen competing for and establishing branch campuses near large urban centres.

In higher education, the discussion, debate and research has not been that well connected to the corporate/service branding literature but the product branding literature. Further often the discussion and debate has been forced into disciplinary silos. In response this research has deliberately chosen to draw on a diverse range of scholarship and makes connections where possible to the marketing literature, organizational literature and higher education literature.

For researchers in higher education this study fills a gap regarding faculty's perceptions of their role in branding the university through their own words. It has explored branding in the context of higher education and contributes to scholarship by filling a gap identified by Hemsley-Brown and Oplatka (2006). Further this thesis has filled another gap in the literature by turning inward and choosing to focus on faculty responses to branding activities as faculty represent the largest internal stakeholder in higher education and with the exception of only a few single case studies have not been investigated.

The greatest strength of this research is that it is an in-depth examination of a little-understood phenomenon that is of significant academic and managerial interest. It has

been conducted in a careful, systematic and thorough manner that is consistent with the standards of the social sciences research community. It makes a contribution to existing knowledge by seeking to understand the influence of private sector forces and business ideology on traditionally public sector spaces by specifically examining how faculty members respond to branding activities at universities. The research yields rich stories and multifaceted finding that will provide fertile ground on which to base further research on marketing practices at higher education institutions. The research reveals the complexity of academic culture with its unique values, beliefs and underlying assumptions which is not captured by previous models and concludes by proposing a new academic service brand model (see Figure 9.1). Finally, the research is managerially relevant and offers a number of recommendations to management about seeking internal engagement with institutional branding activities in higher education.

### 10.3 Implications for Practice

The thesis offers insights and implications for practice. For university administrators, managers and leaders, this study reveals the complex relationships that faculty members have with branding and branding activities at their university. In order to better understand how to engage faculty in branding activities at universities, it is equally important to also understand why faculty members may choose not to engage. My findings indicate the proposed model (Figure 9.1) should be employed when university administrators seek faculty support and engagement with branding activities directed at achieving specific business oriented strategic directives.

Faculty members are highly informed scholars, who are trained to be critical and question the status quo. My findings revealed that most faculty members clearly appreciate that under current economic conditions there is a need for branding activities at universities. However, administrators must consider faculty members see this as a complex balancing act where business ideology is encroaching on a world which is built upon the foundations of a different time where the purpose of the university was to defend the social and public good; the underdog if you will. For many faculty members, branding activities represent big business ideologies and this is something they are cautious of and trained to both question and resist. In addition, many faculty members recognize that the act of administering and promoting branding activities under limited financial resources implies a trade-off where funds are directed away from teaching and scholarly activities towards activities more aligned with a corporate agenda. For some faculty members these pressures and corporate ideology also translate into the devaluation of subjects by an administration which has become obsessed with measurement and quantification despite the fact that the outputs of

these subjects are less tangible and not as easily measured as other subjects (professional schools). Further some faculty members have expressed additional concerns particularly when branding activities which engage private sector industry through the naming and branding of university infrastructure risk encroachment on academic freedoms and loss of control of the curriculum.

This study clearly supports the complexity of faculty perception of branding practices at universities and should give administrators some pause in trying to harness employee branding activities to promote certain business oriented strategic objectives at universities.

Despite the criticisms, this doesn't however mean that faculty members don't believe in the importance of branding activities. What my findings suggest is that support for branding activities among faculty members could increase through a more transparent communication process and a directed effort to actively listening to faculty concerns and to investing the energy to building trust between administration and faculty members. Unfortunately as noted in my findings, this is sometimes interrupted and eroded by acrimonious contract negotiations between faculty and administration where faculty see they are often being asked to do more with less while administration and the number of administrators continue to grow.

Faculty member's expressed that they both value and are looking for strong leadership from senior administrators to represent and model the institutional brand. Strong, accessible senior leadership and leadership through example were expressed repeatedly through the interviews as an essential element of an authentic brand identity. In practice, this means processes need to be in place to ensure the appointment of the right people who clearly demonstrate the ability to not only communicate the brand message but also "live the brand" so that it resonates as authentic and demonstrate this to all stakeholders both internal and external, irrespective of positional power and authority. Bolden et al. (2012, p. 17) make several recommendations for the future of academic leadership the first of which is "the need to engage hearts and minds". The essence of the above statements on leadership was most clearly articulated by an instructor at University C who spoke quite positively on senior leadership at their university:

He's accessible. He's the same with administrative staff as he is with academic. It doesn't matter what level you're at and he's the kind of guy who will amble up – I saw this, students raising money with a big sale for an event and he ambles up and they don't know, they don't recognize him. And he says,



what are you doing? He buys a cupcake and then he says, oh, you should go over to the President's office. Maybe they could contribute a \$100 to you  
[Faculty member 36]

Lastly, managers and leaders must consider authenticity in their claims. Promises made must align with the promises delivered. In addition they must ensure distinctiveness in their claims so faculty don't feel the process is meaningless. Society today is inundated with a constant stream of standardized messaging and has developed a sense of distrust for marketing and branding concepts (Napoli et al., 2014). Similarly many faculty members in this study felt certain branding attributes such as excellence in teaching, excellence in research, global influence, employability, innovation and diversity were overused by brand managers at universities and tended toward homogenisation rendering branding ineffective in distinguishing one institutional brand from another. For administrators this would suggest that brand administrators need to communicate better those unique and authentic brand elements at their university which distinguish them from other institutions of higher education. This could be as simple as taking a brand attribute like excellence in research and then communicating the distinctiveness from its competitors by adding more specificity.

To illustrate, a University located on the east coast of Canada for example may choose to capitalize on this location and build a brand position around their expertise in oceanography; this is authentic. It would be odd for a university in the prairies to try and make this same brand association and this would rightly be assessed as inauthentic if they tried. Similarly, on the west coast they may choose to use their location to capitalize on the pacific Asian influence and the desire for business and international trade with China, Japan and other Asian countries. The University of Saskatchewan has rightly capitalized on its Prairie location and created Prairie studies Interdisciplinary programs. Alternatively a university in the province of Alberta could justly focus their branding on the energy sector and seek to become leaders in things energy related. These unique features are what makes these universities stand out amongst their competitors. Common brand features, like research excellence and student engagement must then be considered and communicated but with a focus or lens directed on these unique brand attributes to not only communicate a brand which is distinct but to more importantly ensure that brand is also authentic. The goal is to achieve authenticity through a shared meaning of truth, genuineness and reality (Beverland & Farrelly, 2010).

#### 10.4 Limitations and Further Areas for Research

The greatest limitation to this study is that it was conducted at institutions located only in Ontario Canada and may not be generalizable to institutions located in different regions of the world. However, it may still resonate as many of the issues addressed by the faculty interviewed are common to most faculty members operating within a university environment, and should provide some context and insight into some of the potential tensions generated between management and faculty as marketization of higher education spreads and branding and branding practices at universities become more competitive.

The most obvious area for future work would therefore be to see if the findings from this study would be replicable outside Ontario, Canada. However, from this author's perspective the most interesting areas for future research lie in exploring more fully the role of contract faculty/instructors in branding activities at universities, and also in exploring more fully the role of athletics sub-branding and what its role and influence is to the overall corporate brand of the university, particularly as this relates to Canada as unlike the US this is a relatively new phenomena in Canada.

#### 10.5 Reflections on the Doctoral Process

The purpose of this section is to outline my reflections on what I have learned from doing the DBA and my Thesis.

Academically I have learned a great deal and I am immensely grateful to so many people extending from my DBA colleagues, my professors and by extension the academic professors who have produced the literature and knowledge which has informed this thesis. I have learned about higher education policy and how this connects and intersects with different streams of thought including marketing and organization studies and have been challenged on many occasions to question my assumptions and open myself to different lines of inquiry. On balance, I have also learned that it is equally important to remember to focus on the research question and not be distracted by other interesting but distinctly different questions. More specifically I have learned a great deal about higher education, higher education policy, branding and how faculty respond to branding activities at universities particularly as academics try to balance and reconcile different academic roles and prevailing ideologies. This knowledge and experience has had a direct impact on my professional life as it contributed to a short term consulting contract for Academica Consulting, informing a brand strategy for a higher education institution located in the province of Alberta.

While my research focused specifically on exploring faculty perception of branding practices at universities in Ontario and the role faculty play in branding, more broadly it was about exploring how private sector ideologies are influencing public sector spaces and these same concepts could also be applied to other public sector spaces like health care. This is directly relevant from the perspective of my professional roles which occupy higher education, health care and where they intersect.

Through the DBA and the doctoral process, I have acquired valuable skills which can be applied in both my role as Instructor at Ryerson University and in my role as Senior Policy Advisor with Ontario's Ministry of Health. My experience in the DBA has provided me with the tools to analytically approach a problem, search for and critically assess the current evidence and identify gaps for further research. This is directly relevant to my role as Instructor supporting students with their undergraduate research projects in health services management. I also draw on the same skill set to systematically seek evidence to inform policy decisions in my role as Senior Policy Advisor at the Ministry of Health. Professionally, my wish for the future will be to find and retain a permanent mixed academic/administrative role within the School of Health Services Management at the University where I am currently an Instructor and where a history of publications is a competitive requirement. As such, I am most grateful to the DBA and the doctoral experience for the opportunity and great fortune to have worked directly with both Jeroen Huisman and Rajani Naidoo, as it was only with their support and guidance that I was able to take theory to practice, leading to two separate publications.

As I reflect back over my journey, I have many memories and complex feelings of both joy and amazement that I have finally made it to this point. When I speak to friends I catch myself getting caught up in the excitement that something I have been working towards for the past 5 years is finally coming to fruition. The ups, the downs, the delight and the frustrations all come rushing back as I try to make sense of and put order to my thoughts so that I can document it to paper. As I think back to my first residential I remember my colleagues and I continue to be astonished at the natural camaraderie we established in such a short period of time. I remember those first couple of weeks and recall the people in vivid detail. I remember the two Emma's, similar in name but completely different in personality. I remember Natacha with so much enthusiasm and Tadhg's keen wit and sense of sarcasm. I remember Volker's thoughtful comments which sometimes took on a life of their own leaving us sometimes bewildered as to how we got from point A to point B. As I reflect further out I remember the people who stayed the journey and the people that have moved on or those that

chose to take some time out. Mostly, I reflect back over my experience and remember the friendships.

I remember both my colleagues and our professors with similar fondness. I think of the stories I heard prior to entering this program of others that have gone through the doctoral process and about the challenging relationship many had with their supervisors. This was most certainly not my experience. I cannot imagine a group of people more supportive than those running the University Of Bath School Of Management's Doctorate in Business Administration. From the moment I applied to this very moment I have felt nothing but absolute support and guidance extending from academic faculty all the way to front line administrators.

All this praise for the process does not mean it didn't come with some challenges. While I never entertained the thought I would not finish this thesis, I can recall several low moments where I thought the world was conspiring against me and trying to make me insane with frustration and isolated in my misery. Surfacing to mind as I reflect on these challenges is the memory of being two thirds of the way through my data collection only to be asked, or rather told, by one institution that I would need to go through another, ethics review board process. This meant I would be unable to collect any further data until that process was complete, which could mean a three months delay and I was worried about how it would impact the consent I received from the University of Bath. Despite all my arguments there was no sidestepping the process and no apology from the perpetrators for the anxiety they were causing me. In the end it was done and in fairness only delayed my data collection by 6 weeks. More recently I have found the last 6 months particularly challenging as I near completion and begin preparations for my defence. I feel conflicted in my desire to be finished and yet have an even greater awareness, doubt and fear that there is still so much I don't know or understand.

My closing remarks are more positive and I hope reflect a full and rewarding experience laden with emotions which are in some ways too complex to put to paper. What I have gained is not only knowledge about my subject area and topic of interest but I've learned even more about myself. What I learned most about myself is the value of friends both old and new. The old friends tolerate you because they understand what brought you here and the new friends understand where you hope to go. I am unclear if I believe in a higher power or god – so I will leave with a heartfelt thanks to fate and circumstance for bringing into my life my friends, family and most

importantly my life partner. Without them this process would likely never have come this far.

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## Chapter 11 - APPENDICES

## 11.1 APPENDIX A: METHODOLOGY EXHIBITS

- Exhibit I: Interview Protocol (Marketing Department)
- Exhibit II: Interview Protocol (Faculty)
- Exhibit III: IDENTITY Descriptors
- Exhibit IV: IMAGE Descriptors
- Exhibit V: Rationale for FACULTY Interview Questions
- Exhibit VI: Informed Consent Form (University A and University B)
- Exhibit VII: Informed Consent Form (University C)

### 11.1.1 Exhibit I: Interview Protocol (Marketing Department)

<p><b>INTERVIEW PROTOCOL (MARKETING DEPARTMENT)</b></p> <p><b>IDENTIFICATION:</b></p> <p>UNIVERSITY: _____</p> <p>RESPONDENT: _____</p> <p>POSITION: _____</p> <p>DATE OF INTERVIEW: _____</p> <p>CONSENT SIGNED (Y/N): _____</p> <p>TAPE RECORDED (Y/N): _____</p> <p>ALSO IN ATTENDANCE: _____</p> <p><b>INTRODUCTION:</b></p> <p>Purpose of the research: To understand and describe faculty's role in brand management at Ontario universities and specifically how faculty perceive branding at their university</p> <p>Addressing informant's concerns: All responses considered confidential. Name of informant will not be used. Information will not be shared among respondents or across organizations. Tape recorder will be used for research purposes. Transcript notes to be only seen by researchers.</p> <p><b>INTERVIEW QUESTIONS:</b></p> <p><b>Background of Respondent</b></p> <p>Tell me about what you do. (e.g. Responsibilities, work patterns)</p> <p>How long have you been in your current position?</p> <p><b>Branding Questions</b></p> <p>Describe the brand identity and image of your University.</p> <p>What is the Brand Strategy at your University?</p> <p>How do you perceive the role of Faculty in Brand Management at your University?</p> <p><b>Conclusion</b></p> <p>Are you aware of any documents, reports or similar materials that I could use to support or elaborate on your comments?</p> <p>Is there anything else I should consider? Anything you think is relevant which we have not covered?</p> <p>If I think of anything else, or if new issues are raised in later interviews, may I call you back? (get card)</p> <p>If you think of anything else which might be helpful, please give me a call. (give card)</p> <p>Thanks you for your time.</p> <p><b>POST –INTERVIEW</b></p> <p>Review and clarify notes ASAP.</p> <p>What did I learn?</p> <p>Things to follow up on.</p>
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### 11.1.2 Exhibit II: Interview Protocol (Faculty)

<b>INTERVIEW PROTOCOL (FACULTY)</b>
<b>IDENTIFICATION:</b>
UNIVERSITY: _____
FACULTY/DEPARTMENT: _____
RESPONDENT: _____
FACULTY POSITION (INSTRUCTOR/ASSISTANT PROF. /ASSOCIATE PROF. /FULL PROF.): _____
DUAL MANAGEMENT POSITION (Y/N): _____
TENURE (Y/N): _____
YEARS AT THIS UNIVERSITY: _____
YEARS IN ACADEMIC ROLE AT ANY UNIVERSITY: _____
MALE/FEMALE _____
DATE OF INTERVIEW: _____
CONSENT SIGNED (Y/N): _____
TAPE RECORDED (Y/N): _____
ALSO IN ATTENDANCE: _____
<b>INTRODUCTION:</b>
<b>Purpose of the research:</b> To understand and describe faculty's role in brand management at Ontario universities and specifically how faculty perceive branding at their university
Addressing informant's concerns: All responses considered confidential. Name of informant will not be used. Information will not be shared among respondents or across organizations. Tape recorder will be used for research purposes. Transcript notes to be only seen by researchers.
<b>INTERVIEW QUESTIONS:</b>
<b>A) Background of Respondent</b>
1. Tell me a bit about your role at the university (teaching/research/community service)
<b>B) Central Questions</b>
1. Historically, universities did not engage in branding. These days they do. How do you feel about universities branding themselves?
2. Do you feel that your university has a Brand? How would you describe your university Brand? ..... What does it 'stand for' or wish to convey?
<b>(Wait for them to describe before hand out descriptors)</b>
➤ Hand out list of common University IDENTITY descriptors (ask to select three).
3. How do you feel about the brand? Does the brand have meaning for you? Does it feel authentic (Do the promises made align with the promises delivered)? What qualities of the brand are important to you?
4. What are some of the branding initiatives of the university/faculty/dept/school that you have noticed?



5. Do you do any Brand work?

- a. Do you promote the University and How? How do you feel you contribute to the University Brand? Have you been asked to contribute to the brand
  - i. If Yes ... What forms of brand work do you do? (e.g. Always use the university logo when giving presentations, clearly identifying yourself with the University? Or is it your department/faculty. Do you give student 'swag' or memorabilia and is it for the university/school or department or all of the above?)
  - ii. If No.... Why not?
- b. Do you feel you have a say in what the brand stands for? (if there is something you do not like about the brand are there possibilities for changing it?)
- c. Have you been in any formal situations (meetings, or committees etc.) where the brand has been discussed? Can you tell me about this (as much detail as possible).
- d. What about informal? Have you ever discussed the brand with others, say after work, over drinks or dinner?

6. How would you describe the Universities IMAGE from the perspective of the student and the public. What qualities of the brand are important to students? Are they different? If so why do you think that?

- **Hand out list of common University IMAGE descriptors (same as above but scrambled).**

7. The last question is really a three part summary question.

- a. Do you believe the university president and senior management have communicated a clear specific and relevant brand to you?
- b. Has the university president and senior management inspired and empowered you to support the brand?
- c. Do your own values align with the brand as communicated by the president and senior management?

11.1.3 Exhibit III: IDENTITY Descriptors  
**(Please CIRCLE three ONLY):**

NEW

HERITAGE

NON-TRADITIONAL

INNOVATIVE

PRESTIGIOUS

RESEARCH INTENSIVE

CAREER FOCUSED

PROBLEM SOLVING

URBAN

RURAL

COMMUNITY

COMMUTER

SPIRIT

INTERNATIONAL

REGIONAL

BEAUTIFUL

LEADERS

STUDENT FOCUSED

INTIMATE

LARGE

BEST

DYNAMIC

ASPIRATIONAL

VISIONARY

BELONGING

EMPLOYABLE

TEACHING

DIVERSITY

CREATIVE

PROMISE

HOPE

INVENTIVE

PASSION

(OTHER – please fill in) \_\_\_\_\_

(OTHER – please fill in) \_\_\_\_\_

(OTHER – please fill in) \_\_\_\_\_

11.1.4 Exhibit IV: IMAGE Descriptors  
**(Please CIRCLE three ONLY):**

TEACHING

COMMUTER

EMPLOYABLE

PASSION

CREATIVE

URBAN

HOPE

DIVERSITY

HERITAGE

NON-TRADITIONAL

INNOVATIVE

PRESTIGIOUS

BELONGING

INTERNATIONAL

RESEARCH INTENSIVE

PROBLEM SOLVING

RURAL

COMMUNITY

SPIRIT

INVENTIVE

REGIONAL

CAREER FOCUSED

PROMISE

BEAUTIFUL

LEADERS

STUDENT FOCUSED

INTIMATE

LARGE

BEST

DYNAMIC

ASPIRATIONAL

VISIONARY

NEW

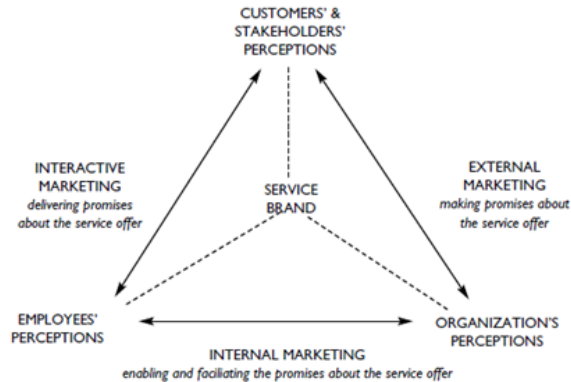
(OTHER – please fill in) \_\_\_\_\_

(OTHER – please fill in) \_\_\_\_\_

(OTHER – please fill in) \_\_\_\_\_

### 11.1.5 Exhibit V: Rationale for FACULTY Interview Questions

**Based on the following Model:**



**Types of marketing and their influence on the perceptions of the service brand**

Source: (Brodie et al., 2009, p. 346)

FACULTY Questions	Rationale
<b>GENERAL QUESTIONS</b>	
How would you describe your university brand?	<ul style="list-style-type: none"> <li>To get a sense of what identity/image they as a faculty member feel represents their university brand. Does this match/align with the Marketing Director?</li> </ul>
Can you think of any particular branding initiatives?	<ul style="list-style-type: none"> <li>To get a sense of awareness of any marketing or branding of the university either internally to them or externally to students and external stakeholders</li> </ul>
<b>QUESTIONS WITH FOCUS ON INTERACTIVE MARKETING</b>	
Does it feel authentic? Does the brand have meaning for you?	<ul style="list-style-type: none"> <li>Question authenticity because it represents trust in the brand – are the brand promises aligned with the delivery and keeping of the brand promise.</li> <li>Does the brand have meaning for them probes deeper to see if they are engaged in contributing to delivering that promise. Are they living the brand?</li> </ul>
What qualities of the brand are important to you? What qualities of the brand are important to students (different/same)? What qualities of the brand are important to external stakeholders?	<ul style="list-style-type: none"> <li>Probes deeper to see what qualities of the brand they are most likely to be engaged in promoting and facilitating and are they the same qualities they perceive students to be interested in (ex. Critical thinking skills versus employment)? External Stakeholders?</li> </ul>
How do you in your role as faculty promote or co-create value in the brand? With students? With external stakeholders?	<ul style="list-style-type: none"> <li>Specifically targets how individual faculty perceive their role in branding the university and how they have been involved.</li> </ul>
<b>QUESTIONS FOCUSING ON INTERNAL MARKETING</b>	
Has your university asked you to participate	<ul style="list-style-type: none"> <li>Explores internal marketing initiatives a</li> </ul>

in any formal/informal branding initiatives? Can you tell me about them? What was your relationship like with the university administration?	faculty member may have been involved in and their perception of how successful they were. Did the university facilitate this or were they more of an obstruction.
What support does the university provide to help you co-create value in the brand? Are there any supports that the university should provide that they currently don't which would help you co-create meaning in the brand?	<ul style="list-style-type: none"> <li>Probes deeper regarding what individual faculty member perception is of university's success in supporting and facilitating university branding and where they feel improvements could be makes.</li> </ul>

#### 11.1.6 Exhibit VI: Informed Consent Form (University A and University B)

INFORMED CONSENT	
<p>I, _____, give my consent to be interviewed as a participant in the study “Faculty perception of branding in the context of universities in Ontario, Canada: A multi-case study”, whose principle investigator is James Pringle a Doctoral candidate for the School of Management at the University of Bath, UK.</p>	
<p>Hereby, I certify the following:</p>	
<ul style="list-style-type: none"><li>1. I have been informed about the objective of the study, which is to provide a greater understanding and description of faculty’s role as an internal stakeholder in the branding of Ontario Universities.</li><li>2. I understand that:<ul style="list-style-type: none"><li>a. The purposes of the principal investigator are strictly academic</li><li>b. The results will be utilised for writing a doctoral dissertation that will be presented at the University of Bath, United Kingdom</li><li>c. Confidentiality and anonymity about my participation and others’ will be maintained in any moment</li><li>d. Once the interview is done, I will receive a printed transcription of it and I will keep the right for making any changes that I will consider appropriate</li><li>e. I will be able to quit the study at any time.</li></ul></li></ul>	
<p>Signature: _____</p>	
<p>Date: _____</p>	

### 11.1.7 Exhibit VII: Informed Consent Form (University C)

#### University C

#### Faculty Consent Agreement

You are being asked to participate in a research study. Before you give your consent to be a volunteer, it is important that you read the following information and ask as many questions as necessary to be sure you understand what you will be asked to do.

**Investigator:**

James Pringle B.Sc., D.C., MBA  
Doctoral Student (DBA)  
School of Management  
University of Bath, UK

Supervisor: Dr. Rajani Naidoo PhD

**Purpose of the Study:** The purpose of this multi-site case study is to provide a greater understanding and description of faculty's role as an internal stakeholder in the branding of Ontario Universities.

***Central Question:*** How does faculty perceive and respond to branding strategies in the context of their university?

***Sub Questions:*** In addition the study will explore the extent to which academic department, type and age of the university and rural/urban location may influence faculty perception of branding in their university.

Three management interviews and thirteen faculty interviews will be recruited at each university for a total of 9 management interviews and 39 faculty interviews. Management interviewees are selected based on having senior level responsibility for branding at their institution. Faculty interviewees will be selected broadly from four main disciplinary areas including, Engineering (University C's Faculty of Engineering and Architectural Science), Business (University C's School of Management), Health Sciences (University C's Faculty of Community Services) and Social Sciences and Humanities (University C's Faculty of Arts). Within each disciplinary area, one assistant professor, one associate professor and one full professor will be interviewed. Lastly one CE instructor will also be selected and interviewed at each institution.

**Description of the Study:** Interviews will be conducted within the interviewee's office or suitable alternative where privacy can be assured. The interview should last approximately 30 minutes during which time you will be asked several questions about your perceptions of branding and brand activities at your university and will be asked to circle descriptors which you feel describe your universities brand.

Example questions:

- Historically, universities did not engage in branding. These days they do. How do you feel about universities branding themselves?
- Do you feel that your university has a Brand? How would you describe your university Brand? ..... What does it 'stand for' or wish to convey?

**What is Experimental in this Study:** None of the procedures used in this study are experimental in nature. The only experimental aspect of this study is the gathering of information for the purpose of analysis.

**Risks or Discomforts:** In this study you will be asked to speak freely and critically about branding at your institution and this may present a potential risk to some faculty members. No names will be used and all identifying information will be removed to ensure that any details presented do not suggest individuals in particular departments or programs. Further, while all efforts will be made to ensure confidentiality should you feel uncomfortable you may discontinue participation at any time either temporarily or permanently.

**Benefits of the Study:** In Higher Education the debate and discussion and research has not been that well connected to the corporate branding/marketing literature or the organizational literature. As a result this research will be looking at both the higher education literature to understand Higher Education as a specific organization but also the corporate branding literature to see to what extent HE can learn from this. For researchers in higher education this study will fill a gap regarding faculty's perceptions of their role in branding the university through their own words. For university administrators, this study should aid them in the development of both an appreciation and understanding of the complex relationships that faculty have with branding and assist them in the development and dissemination of a central, enduring and distinctive brand identity that faculty, university management and administrators can rally around to position themselves in a globally competitive marketplace for higher education going forward.

**Confidentiality:** All raw data (digital audio recordings and transcripts) will be de-identified (names, programs, faculties) and coded. All data will be stored in an online cloud which is encrypted (SSL and AES-256 bit encryption) and password protected. This primary purpose of this project is for completion of a dissertation; however it may also be used in presentations and publications. To further mitigate any risk and ensure confidentiality, you will be able to review and edit the transcripts prior to any publication. I will be the only person with access to raw data and this data will be destroyed following the completion and award of my Doctoral Degree or should I fail to complete then by January 1, 2016.

**Incentives to Participate:** A \$10 Starbucks gift card will be provided as acknowledgement and appreciation of the interviewee's time.

**Voluntary Nature of Participation:** Participation in this study is voluntary. Your choice of whether or not to participate will not influence your future relations with Ryerson University



or the University of Bath. If you decide to participate, you are free to withdraw your consent and to stop your participation at any time without penalty or loss of benefits to which you are allowed.

At any particular point in the study, you may refuse to answer any particular question or stop participation altogether.

**Questions about the Study:** If you have any questions about the research now, please ask. If you have questions later about the research, you may contact.

James Pringle (Principle Investigator)  
416-469-5555 (Cell)  
pringle@ryerson.ca

Dr. Rajani Naidoo (Supervisor)  
+44 (0) 1225 386819  
R.Naidoo@bath.ac.uk

If you have questions regarding your rights as a human subject and participant in this study, you may contact the University C's Research Ethics Board for information.

Research Ethics Board  
c/o Office of the Vice President, Research and Innovation  
University C  
Toronto, ON M5B 2K3

**Agreement:**

Your signature below indicates that you have read the information in this agreement and have had a chance to ask any questions you have about the study. Your signature also indicates that you agree to be in the study and have been told that you can change your mind and withdraw your consent to participate at any time. You have been given a copy of this agreement.

You have been told that by signing this consent agreement you are not giving up any of your legal rights.

\_\_\_\_\_

Name of Participant (please print)

\_\_\_\_\_

Signature of Participant

\_\_\_\_\_

Date

\_\_\_\_\_

Signature of Investigator

\_\_\_\_\_

Date

**Agreement for Audio Recording**

Your signature below indicates that you agree to have the interview taped and transcribed.

\_\_\_\_\_

Signature of Participant

\_\_\_\_\_

Date

\_\_\_\_\_

Signature of Investigator

\_\_\_\_\_

Date

## 11.2 APPENDIX B: Characteristics of Faculty Members Interviewed

Interviews - Interviewee characteristic data set									
Faculty Interview #	Interview Code	Interview Date	Faculty	Department	Sex	Level	Tenure	Years at Current University	Years as Faculty at any University
	PU=Prestigious Urban University; PR= Prestigious Rural University; NU=New Urban University		E=Engineer; B=Business; HS=Health Science; SSH=Social Science and Humanities; CE=Continuing Education		M=Male; F=Female	1=Assistant Prof; 2= Associate Prof; 3= Full Prof; 4=Adjunct or Instructor	T=Tenured; TS=Tenure Stream; NT=Not Tenure Stream		
1	PU	23-Feb-12	E						
2	PU	08-Mar-12	B						
3	PU	05-Apr-12	E						
4	PU	13-Apr-12	E						
5	PU	01-May-12	HS						
6	PU	03-May-12	HS						
7	PU	04-May-12	HS						
8	PU	17-May-12	B						
9	PU	24-May-12	SSH						
10	PU	25-May-12	SSH						
11	PU	01-Jun-12	B						
12	PU	04-Jun-12	CE						
13	PU	15-Jun-12	SSH						
14	PR	20-Jul-12	B						
15	PR	24-Jul-12	HS						
16	PR	03-Aug-12	HS						
17	PR	08-Aug-12	B						
18	PR	09-Aug-12	SSH						
19	PR	19-Aug-12	B						
20	PR	19-Nov-12	B						
21	PR	19-Nov-12	E						
22	PR	19-Nov-12	HS						
23	PR	19-Nov-12	SSH						
24	PR	19-Nov-12	E						
25	PR	19-Nov-12	E						
26	PR	20-Nov-12	CE						
27	PR	20-Nov-12	SSH						
28	NU	16-Jan-13	SSH						
29	NU	21-Jan-13	HS						
30	NU	23-Jan-13	B						
31	NU	28-Jan-13	SSH						
32	NU	29-Jan-13	HS						
33	NU	08-Feb-13	SSH						
34	NU	11-Feb-13	E						
35	NU	14-Feb-13	HS						
36	NU	14-Feb-13	CE						
37	NU	22-Feb-13	E						
38	NU	25-Feb-13	B						
39	NU	27-Feb-13	B						
40	NU	27-Feb-13	B						
41	NU	06-Mar-13	E						
42	NU	07-Mar-13	SSH						
Note: Faculty member #28 - tape recorder failed - no recording or transcript and not included in data analysis									

### 11.3 APPENDIX C: University Identity Descriptors

IDENTITY Descriptors - Faculty Member Selections			
Descriptor	University A	University B**	University C
NEW			
HERITAGE			
NON-TRADITIONAL			
INNOVATIVE	5	6	8
PRESTIGIOUS	9	9	
RESEARCH INTENSIVE	9	8	2
CAREER FOCUSED	1		7
PROBLEM SOLVING	1		
URBAN	2		11
RURAL			
COMMUNITY		1	2
COMMUTER			2
SPIRIT		3	
INTERNATIONAL	2	2	
REGIONAL			
BEAUTIFUL			
LEADERS	1	4	1
STUDENT FOCUSED		5	4
INTIMATE		2	1
LARGE	2		
BEST	3		
DYNAMIC	1		
ASPIRATIONAL			
VISIONARY			1
BELONGING			
EMPLOYABLE			1
TEACHING		1	
DIVERSITY		1	2
CREATIVE	1		3
PROMISE			
HOPE	1		
INVENTIVE			
PASSION	1		
OTHER (collaborative)		1	
OTHER			
OTHER			
TOTAL RESPONSES	39	43	45
# faculty members	13 faculty members	14 faculty member	15 faculty member
# choices	3 choices each	3 choices each	3 choices each
Notes:		**one faculty member chose to give 4 responses because felt necessary to distinguish Businss school from university as a whole	
	3*13 = 39	3*14 +1 = 43	3*15 =45

## 11.4 APPENDIX D: University Image Descriptors

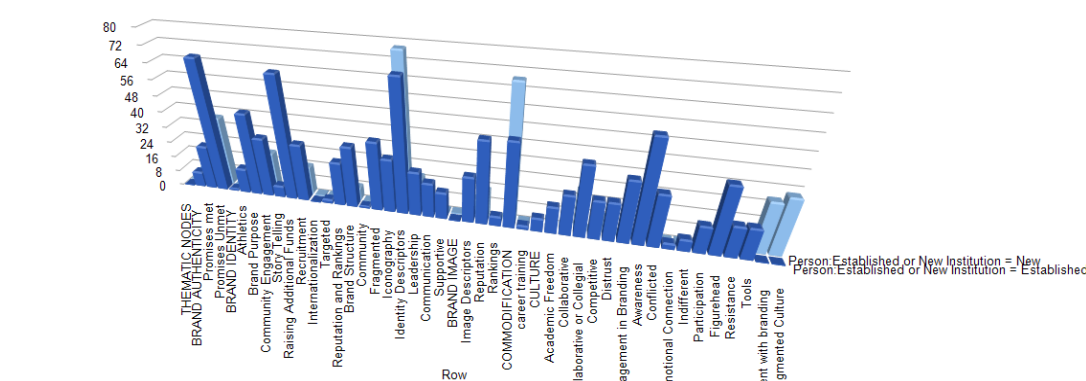
IMAGE Descriptors - Faculty Member Selections			
Descriptor	University A *	University B **	University C ***
NEW			1
HERITAGE		2	
NON-TRADITIONAL			2
INNOVATIVE	1	1	
PRESTIGIOUS	9	9	
RESEARCH INTENSIVE	5	2	2
CAREER FOCUSED	1	1	9
PROBLEM SOLVING	1		
URBAN	5		5
RURAL			
COMMUNITY		1	1
COMMUTER	2		8
SPIRIT		7	
INTERNATIONAL	1	1	
REGIONAL			
BEAUTIFUL		2	
LEADERS	2	2	
STUDENT FOCUSED		3	3
INTIMATE		6	
LARGE	8		1
BEST	3	1	1
DYNAMIC			
ASPIRATIONAL			
VISIONARY			1
BELONGING			1
EMPLOYABLE	2		4
TEACHING			2
DIVERSITY	1		4
CREATIVE			1
PROMISE			
HOPE			
INVENTIVE			
PASSION		2	
OTHER (Impersonal)	1		
OTHER (Small)		1	
OTHER (Traditional)		1	
OTHER (Autocratic)		1	
OTHER (Unfocused)		1	
OTHER (Wishful Thinking)		1	
OTHER (Unemployable)			1
OTHER (Second tier)			1
TOTAL RESPONSES	42	45	48
# faculty members	13 faculty members	14 faculty members	15 faculty members
# choices	3 choices each	3 choices each	3 choices each
Notes:	* one faculty member separated undergraduate and graduate image descriptors so gave 6 responses instead of 3 responses	** one faculty member separated undergraduates image from graduate image descriptors so gave 6 responses instead of 3	***one faculty member separated 1st year undergraduates image from 4th year undergraduate image descriptors so gave 6 responses instead of 3
	13*3 + 3 = 42	14*3 + 3 = 45	15*3 + 3 = 48

## 11.5 APPENDIX E: CROSS CASE TABLES

### 11.5.1 Comparison across Institutional Attributes

#### 11.5.1.1 Attribute Institutional Age

For this comparison a query was run in NVivo across all coding for the attribute *Established* and then against the attribute *New*. The following figure is a graphical representation of the coding as defined through the institutional attributes of Established University and New University.



**Figure 11.5.1: Number of coding references by institutional attributes ESTABLISHED and NEW**

#### 11.5.1.1.1 Findings

##### Need for branding activities

Themes	
ESTABLISHED	<ul style="list-style-type: none"> <li>“I suppose it’s a bit of a necessity I guess at this point – I mean if the money isn’t going to come from government and we are going to attract the best and the brightest to our institution then we have to somehow convince people that we are doing good things” (Faculty member 21)</li> <li>“That’s not what we do and that’s not the kind of promise we should make and I don’t think except in the professional faculties, we should talk about career training at all. We’re not training people for jobs. A university doesn’t do that” (Faculty member 13)</li> <li>“When you start hearing the word branding put around...it just sounds... not as cynical but sort of a dark side that you’re feeding into some sort of corporate agenda and you’re going to dilute the academic quality; you’re going to take away freedoms of people and basically shovel up some kind of agenda from a corporate</li> </ul>

	side” (Faculty member 10)
NEW	<ul style="list-style-type: none"> <li>• “because one of the problems of a place like [University C] is you want accreditation with external bodies” (Faculty member 30)</li> <li>• “I think most academic – post –secondary academic institutions are branding themselves now” (Faculty member 36)</li> <li>• “...if we’re going to stay competitive, we have to do some of this branding...” ( Faculty member 39)</li> <li>• “...the university [University C] is only since 1993. It’s been having to bring itself into existence at the time of financial cutbacks, salary cutbacks, the pressure to survive is in terms of market what the university has to offer to those who can bring research grants from industry, from individuals, from government, from wherever” ( Faculty member 31)</li> </ul>

#### Consequences of commodification

Themes	
ESTABLISHED	<ul style="list-style-type: none"> <li>• “...that leads to an increasing emphasis on things like the practical sciences...it’s much harder to market something intangible like a liberal education...how do you quantify, how do you show that publically... if you spend x dollars then you will be a better thinker..” (Faculty member 23)</li> <li>• “A university is just that... it’s a corporation. It’s a self-governing corporation of faculty but now we’re bringing in professional managers, we’ve got metrics that are demanded by the provincial government and others...” (Faculty member 13)</li> <li>• “...trying to package the university as discrete units and then sell those discrete units as commodities” (Faculty member 23)</li> </ul>
NEW	<ul style="list-style-type: none"> <li>• “in general we are rejecting our roles as stewards of culture” (Faculty member 33)</li> <li>• “..so I think what’s going on is , at the same time as these cutbacks are coming in, people are making etiological judgements about what is valuable and increasingly because I think a lot of people find it very hard to imagine what a historian does, what a sociologist may do as opposed to an engineer who builds and designs stuff” (Faculty member 42)</li> </ul>

### Erosion of traditional values of HEI's

Themes	
ESTABLISHED	<ul style="list-style-type: none"> <li>• “I worry it takes away from the primary mission of the university. So to me, the primary mission is scholarship and education” (Faculty member 25)</li> <li>• “Universities are places where original knowledge is produced and I stress that because a lot of people don’t talk about that any more, about knowledge...it should be a place where people learn to become intellectuals” (Faculty member 18)</li> <li>• “We’re not training people for jobs. A university doesn’t do that” (Faculty member 13)</li> </ul>
NEW	<ul style="list-style-type: none"> <li>• “I think I see more of a problem in terms of losing maybe what the essence of what a university is supposed to be”. (Faculty member 42)</li> <li>• “thinking historically, the brand of universities was to be the brokers of tradition and innovation and knowledge and their mottos and their crests and their bagpipes and teaching in there, rituals and ....the shift is ..., that we are rejecting the idea of tradition and ritual” (Faculty member 33)</li> </ul>

### Purpose of branding activities

Themes	
ESTABLISHED	<ul style="list-style-type: none"> <li>• “we’re a highly selective school, we turn down far more than we accept” (Faculty member 13)</li> <li>• “I want to attract as many applications from the best students I can... the better the students, the better the research we can do” (Faculty member 4)</li> <li>• “...the high profile school goes hand-in-hand with the ability to attract the high profile faculty and ergo, the best and the brightest students”. (Faculty member 5)</li> <li>• “...having an external image is important not just from the point of view of attracting students but also from the point of view of attracting industry collaboration ... and then that sort of attracts –</li> </ul>



	helps us attract graduate student a well and new and nifty projects” (Faculty member 21)
NEW	<ul style="list-style-type: none"> <li>• “Well when your university isn’t the top university in Canada or one of the top universities in Canada, branding is important”. (Faculty member 41)</li> <li>• “...we’re trying to crawl away from the brand of being a polytechnic, a very technical based school” (Faculty member 39)</li> <li>• “...the main thing, is we were seen as a college and it’s been a - actually, it’s been a constant fight to try and to get people to realize that you’re not a college anymore”. (Faculty member 34)</li> <li>• “...I think all the things that have been done to promote us in the public... the image in people’s minds and the response I get is a lot more positive than when I joined in 1993” (Faculty member 34)</li> </ul>

### Organizational Culture

Themes	
ESTABLISHED	<ul style="list-style-type: none"> <li>• “...It is most definitely collegial. I believe that we all try to get along... while we are vastly different, while we operate in entirely different hemispheres, it really doesn’t matter” (Faculty member 19)</li> <li>• “...We all aspire to be collaborators. We all try focusing on how to generate research and create knowledge in a very collaborative way” (Faculty member 15)</li> <li>• “I think it’s a small university so after you’re here for very few years because of all the service you do, you can have all these different communities and you start to know people all over campus” (Faculty member 22)</li> <li>• “I would say it is a culture of... it’s not a hierarchical culture whatsoever – it is a culture of colleagues” (Faculty member 14)</li> <li>• “...really it’s a great place to work. I work in a lovely department but having said that, that’s the view from the inside” (Faculty member 4)</li> <li>• “...is probably a much more competitive environment from a faculty point of view. So the competition factor is quite obvious... it’s a bit of a dog-eat-dog...It’s very competitive you know?”</li> </ul>

	<p>(Faculty member 5)</p> <ul style="list-style-type: none"> <li>“...a very, very competitive place. Faculty are very competitive with each other as well as with other institutions “ (Faculty member 7)</li> </ul>
NEW	<ul style="list-style-type: none"> <li>“I really see us as very highly collaborative and a wonderful place to work....I find our faculty and staff to are just so heavily dedicated” (Faculty member 39)</li> <li>“I think it’s a very collegial, extremely collegial. I think it’s very supportive... not that we always agree, but we disagree very respectably and that’s for sure” (Faculty member 40)</li> </ul>

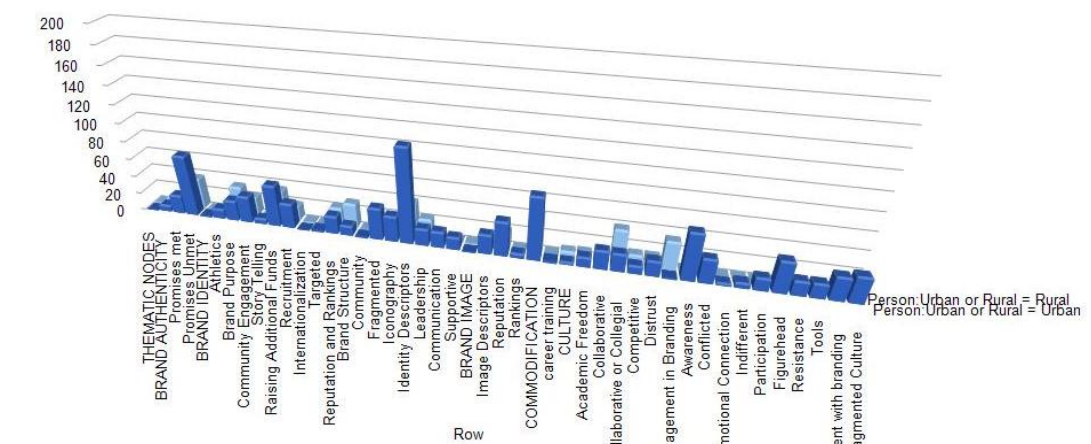
### Authenticity of brand

Themes	
ESTABLISHED	<ul style="list-style-type: none"> <li>“....the University is trying to convey is that we are the biggest and the best. I think what they do convey is big and it can be for some, impersonal” (Faculty member 6)</li> <li>“...spending so much time talking about how excellent we are and how to preserve the veneer without worrying about what we’re doing” (Faculty member 7)</li> <li>“The problem is with a multi-university like this, and one this size is that you really cannot generalize. There are weak spots in the school and to simply say we are all universally excellent is simply wrong”. (Faculty member 13)</li> <li>“See I think excellence is terrific but it’s not free. So if you’re going to have excellence in something, what are you prepared to have less of” (Faculty member 17)</li> <li>“Where I think it probably fails is giving students experience and contact with faculty early on and this is often put down to, you know, the large class problem”. (Faculty member 17)</li> </ul>
NEW	<ul style="list-style-type: none"> <li>“..I think with respect to research –intensive, again, if you were to ask students about that...many may feel that the research intensive and the student –focused may, in fact, almost be contradictory goals of the university”. (Faculty member 36)</li> <li>“...I’m old fashioned. I’m not sure it should be called a university...I think it would have been better off remaining a</li> </ul>

	<p>technical college and marketing itself as moving out..." (Faculty member 31)</p> <ul style="list-style-type: none"> <li>• "I think there's a bit of a perception generally that you're coming to [University C] because perhaps you couldn't get in anywhere else or you couldn't afford to go anywhere else. I don't think that's necessarily true" (Faculty member 36)</li> <li>• "...it is very clear that cutbacks and slashing of budgets is actually complete opposite to that message that their trying to send about being student focused" (Faculty member 42)</li> </ul>
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### 11.5.1.2 Attribute Location

For this comparison a query was run in NVivo across all coding for the attribute *Rural* and then the attribute *Urban*. The following figure is a graphical representation of the coding as defined through the institutional attributes of Rural University and Urban University.



**Figure 11.5.2: Number of coding references by institutional attributes RURAL and URBAN**

Coding was then grouped by attribute of rural and urban across broad categories of Commodification, Brand Identity, Brand Image, Organizational Culture and Brand Authenticity.

### 11.5.2.1.2 Findings

#### Need for branding activities

Themes	
RURAL	<ul style="list-style-type: none"> <li>“I acknowledge that there seems to be an inevitable bind universities are being put in by funding changes...I suspect that without this kind of external source of funding, the university could potentially be in some financial difficulty” (Faculty member 27)</li> <li>“...if the money isn’t going to come from government...” (Faculty member 21)</li> <li>“...the effort should be going into lobbying the government for public funding. I feel like we’re just saying it’s okay to kind of keep things like this, I mean, make them more and more corporate” (Faculty member 25)</li> <li>“...I have worries about universities being remade in a private</li> </ul>

	corporation model” (Faculty member 27)
URBAN	<ul style="list-style-type: none"> <li>• “...the university is only since 1993. It’s been having to bring itself into existence at the time of [government] financial cutbacks, the pressure to survive....” (Faculty member 31)</li> <li>• “...we accept as inevitable because we think well the government isn’t giving us money, so where are we going to get, you know money from” (Faculty member 42)</li> <li>• “I think most academic – post –secondary academic institutions are branding themselves now” (Faculty member 36)</li> <li>• “...if we’re going to stay competitive, we have to do some of this branding...” (Faculty member 13)</li> <li>• “...When the premier, Mike Harris, went on and on about how universities waste so much money ... it just sent a chill down our spine because this is the kind of .... That’s the way he saw education” (Faculty member 13)</li> </ul>

### Accountability

Themes	
RURAL	<ul style="list-style-type: none"> <li>• “I think that’s much more worrisome; the disciplines that don’t prepare people for professional practice” (Faculty member 16)</li> <li>• “...to my mind that is unfortunate of course, I am biased, unfortunately that leads to an increased emphasis on things like practical sciences”. (Faculty member 25)</li> <li>• “...in the sense that I think when we as a Business School move toward seeing students as customers rather than as aspirants to a degree whose value is our primary purpose to preserve then I think what we’re prepared to do is make concessions that we wouldn’t do otherwise” (Faculty member 17)</li> </ul>
URBAN	<ul style="list-style-type: none"> <li>• “...it’s a kind of command economy attitude towards universities saying that in this 5 year plan, we’re going to need 46 engineers so we produce 46 engineers”. (Faculty member 13)</li> <li>• “A university is just that – a universitase – It’s a corporation, it’s a self-governing corporation of faculty but now we’re bringing in professional managers, we’ve got metrics that are demanded by provincial government and others that essentially require us to use</li> </ul>

	<p>accounting models and to project models on our students” (Faculty member 13)</p> <ul style="list-style-type: none"> <li>“...because one of the problems of a place like [University C] is, you want accreditation with external bodies. If you’re going to be this supplied thing... So you want the engineering [accreditation body] whoever it is to give you a tick. You want a management accreditation thing to give your business school a tick. So what that means is that you have to agree to some external concept of what you should be doing”. (Faculty member 30)</li> </ul>
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### Consequences of commodification

Themes	
RURAL	<ul style="list-style-type: none"> <li>“...the effort should be going into lobbying the government for public funding. I feel like we’re just saying it’s okay to kind of keep things like this, I mean, make them more and more corporate” (Faculty member 25)</li> <li>“the concept of having somebody come in and dictate to you, what you can discuss, what you can teach, how you’re going to promulgate the information. I think actually cuts into the concept of critical thinking the ability to criticize and to open discourse about things that could be considered controversial” (Faculty member 26)</li> <li>“...that leads to an increasing emphasis on things like the practical sciences...it’s much harder to market something intangible like a liberal education...how do you quantify, how do you show that publically... if you spend x dollars then you will be a better thinker..” (Faculty member 23)</li> </ul>
URBAN	<ul style="list-style-type: none"> <li>“...the only way that product [university education] is going to survive ....is to engage with external financial arrangements, then you’ve got to sell yourself” (Faculty member 31)</li> <li>“in general we are rejecting our roles as stewards of culture” (Faculty member 33)</li> <li>“...so I think what’s going on is , at the same time as these cutbacks are coming in, people are making etiological judgements about what is valuable and increasingly because I think a lot of people find it very hard to imagine what a historian does, what a sociologist may do as</li> </ul>

	opposed to an engineer who builds and designs stuff” (Faculty member 42)
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### Purpose of branding activities

Themes	
RURAL	<ul style="list-style-type: none"> <li>• “But the idea that you could have private sponsors come in and control or shape academic freedom, is probably my main reservation”( Faculty member 26)</li> <li>• “the needs of industry become really tightly married with what’s going on and that is a bit scary” (Faculty member 25)</li> <li>• “I think we have to be cognizant that universities have been able to build great libraries and beautiful buildings, capital refurbishment because of really great donors. It’s finding the right donor for your institution. (Faculty member 26)</li> </ul>
URBAN	<ul style="list-style-type: none"> <li>• “...it might be a necessary evil because if we, without a benefactor who is this gracious and so on as he was, we wouldn’t have this location, we wouldn’t have this infrastructure, we wouldn’t have the budget that we do”. (Faculty member 39)</li> <li>• “...the only hazard....in terms of sponsorship...the type of organization that’s providing the funds. So I’m thinking about from the pharmaceutical perspectives, getting funds from there and the implications of that in terms of research in particular”. (Faculty member 35)</li> <li>• “...the reality is that we need that money. The reality is that we need to appreciate that there is almost no philanthropists these days that are willing to sign over money with no strings attached” (Faculty member 7)</li> </ul>

### Belongingness

Themes	
RURAL	<ul style="list-style-type: none"> <li>• “...does seem to have like this collective spirit....you will have trouble seeing somebody not wearing [University branded] stuff...even to class” (Faculty member 21).</li> <li>• “...they value that you are a member of the community within that</li> </ul>

	<p>school, they want to nurture you and they want to make sure that there's an identity there and people are happy". (Faculty member 15)</p> <ul style="list-style-type: none"> <li>• "An environment that is close, neat, that has a certain amount of prestige that has a very loyal alumni base, who, a parent will send his kids and his grand kids to this university because of that loyal sense of you know we are part of this institute". (Faculty member 23)</li> </ul>
URBAN	<ul style="list-style-type: none"> <li>• "I think they're trying to convey that it's very multi-culturally friendly" (Faculty member 41)</li> <li>• "There's a greater sense of community that we are a city college within the city - that were accessible and open to students" (Faculty member 36)</li> <li>• "They go to China and have a degree-giving ceremony that's the mirror image, you know, the idea being ,we have a lot of Chinese students" (Faculty member 2)</li> </ul>

#### Location and connection to community

Themes	
RURAL	<ul style="list-style-type: none"> <li>• "we can advertise the location as you know a beautiful city lakeside – lots of its people are into sailing, kayaking, canoeing – there is so many recreational opportunities around here so maybe you're not trying to attract the people that want to live in downtown Toronto" (Faculty member 22)</li> </ul>
URBAN	<ul style="list-style-type: none"> <li>• "...we want to do more collaboration with like, actually with industry" (Faculty member 3)</li> <li>• "I mean on one hand, I think they're trying to convey that it's very multi-culturally friendly" (Faculty member 31)</li> <li>• "...the brand association of being right downtown really helps us... it doesn't hurt that we're right near Corporate Canada right?" (Faculty member 39)</li> </ul>

#### Leadership

Themes	
RURAL	<ul style="list-style-type: none"> <li>• "I think our Principal... he is definitely trying to interact with people more than some previous principals and I don't always agree with</li> </ul>



	<p>kind of his vision of things, but I think he is trying to make an attempt to do that” (Faculty member 24).</p> <ul style="list-style-type: none"> <li>• “The principal is in well over his head... and as a consequence he is focusing on the pieces of the action rather than the whole action” (Faculty member 20)</li> </ul>
URBAN	<ul style="list-style-type: none"> <li>• “I think we have great leadership in [University President]...he wanders around campus... He’s accessible... He’s the same with administrative staff as he is with academic” (Faculty member 36)</li> <li>• “[University President] came with a lot of vision, high energy and was able to get people on board to a lot of that vision very quickly. So I think leadership has been hugely important” (Faculty member 30)</li> <li>• “...without him our university would not be where it is today” (Faculty member 35)</li> <li>• “this current President, he was concerned to improve the quality of undergraduate education....I’m not sure though, that that much has happened” (Faculty member 2)</li> <li>• “..He’s [University President] a brilliant man... he communicates very well on behalf of the University. He conveys a very good message. He basically, I think, he exemplifies what the University espouses to be” (Faculty member 5)</li> </ul>

#### Branding identity – class size

Themes	
RURAL	<ul style="list-style-type: none"> <li>• “Have reputation for small classes but they are growing and not sure this is authentic anymore” ( Faculty member 17)</li> </ul>
URBAN	<ul style="list-style-type: none"> <li>• “Expect one on one interaction between students and faculty but doesn’t happen”. ( Faculty member 33)</li> <li>• “Talk world class but they don’t have enough seats or don’t have internet accessibility” ( Faculty member 7)</li> </ul>

## Organizational culture

Themes	
RURAL	<ul style="list-style-type: none"> <li>• "...It is most definitely collegial. I believe that we all try to get along... while we are vastly different, while we operate in entirely different hemispheres, it really doesn't matter" (Faculty member 19)</li> <li>• "...We all aspire to be collaborators. We all try focusing on how to generate research and create knowledge in a very collaborative way" (Faculty member 15)</li> <li>• "I think it's a small university so after you're here for very few years because of all the service you do, you can have all these different communities and you start to know people all over campus" (Faculty member 36)</li> <li>• "I would say it is a culture of... it's not a hierarchical culture whatsoever – it is a culture of colleagues" (Faculty member 14)</li> </ul>
URBAN	<ul style="list-style-type: none"> <li>• "...really it's a great place to work. I work in a lovely department but having said that, that's the view from the inside" (Faculty member 4)</li> <li>• "...is probably a much more competitive environment from a faculty point of view. So the competition factor is quite obvious... it's a bit of a dog-eat-dog...It's very competitive you know? (Faculty member 5)</li> <li>• "...a very, very competitive place. Faculty are very competitive with each other as well as with other institutions " (Faculty member 7)</li> <li>• "I really see us as very highly collaborative and a wonderful place to work....I find our faculty and staff to are just so heavily dedicated" (Faculty member 39)</li> <li>• "I think it's a very collegial, extremely collegial. I think it's very supportive... not that we always agree, but we disagree very respectably and that's for sure" (Faculty member 40)</li> <li>• "...there's no coffee culture anymore because we're not here and because of academic freedom we don't have to be here... there's no reason for us to work together other than when we do get together in the faculty meetings which is just a short meeting... once every now and then, so I think that the collegiality is not there" (Faculty member 38)</li> </ul>

### Authenticity of brand

Themes	
RURAL	<ul style="list-style-type: none"> <li>• “See I think excellence is terrific but it’s not free. So if you’re going to have excellence in something, what are you prepared to have less of” (Faculty member 17)</li> <li>• “Where I think it probably fails is giving students experience and contact with faculty early on and this is often put down to, you know, the large class problem”. (Faculty member 17)</li> </ul>
URBAN	<ul style="list-style-type: none"> <li>• “...the University is trying to convey is that we are the biggest and the best. I think what they do convey is big and it can be for some, impersonal” (Faculty member 6)</li> <li>• “...spending so much time talking about how excellent we are and how to preserve the veneer without worrying about what we’re doing” (Faculty member 7)</li> <li>• “The problem is with a multi-university like this, and one this size is that you really cannot generalize. There are weak spots in the school and to simply say we are all universally excellent is simply wrong”. (Faculty member 13)</li> <li>• “...I think with respect to research –intensive, again, if you were to ask students about that...many may feel that the research intensive and the student –focused may, in fact, almost be contradictory goals of the university”. (Faculty member 36)</li> <li>• “...I’m old fashioned. I’m not sure it should be called a university...I think it would have been better off remaining a technical college and marketing itself as moving out...” (Faculty member 31)</li> <li>• “I think there’s a bit of a perception generally that you’re coming to [University C] because perhaps you couldn’t get in anywhere else or you couldn’t afford to go anywhere else. I don’t think that’s necessarily true” (Faculty member 36)</li> <li>• “...it is very clear that cutbacks and slashing of budgets is actually complete opposite to that message that their trying to send about being student focused” (Faculty member 42)</li> </ul>



	<ul style="list-style-type: none"> <li>• “I think its intensified as a concept for universities rather than there’s something new...So it takes education in a certain direction which isn’t necessarily a wrong direction or a bad direction but it does mean that education sort of planning becomes more and more external from planners” (Faculty member 30)</li> </ul>
ENGINEERING	<ul style="list-style-type: none"> <li>• “I suppose it’s a bit of a necessity I guess at this point I mean if the money isn’t going to come from government and we are going to attract the best and the brightest to our institution then we have to somehow convince people that we are doing good things”. (Faculty member 21)</li> <li>• “I worry that it takes away from the primary mission of the university. So to me, the primary mission is scholarship and education, but you know I have a hard time articulating why I think it takes it away...I’m worried that the branding ties closely with marketing which then goes into commercialization and therefore as soon as research is driven by commercial need it is not necessarily in the best interest of the research community” (Faculty member 25)</li> <li>• “We like to we do practical things and that we’re job-oriented, that’s certainly a big part of the brand... and that fits with Engineering, of course wonderfully...a problem that the pendulum is swung to that – a little bit too far in the last 20years to the commercialization side, in my opinion ” (Faculty member 34)</li> </ul>
HEALTH SCIENCES	<ul style="list-style-type: none"> <li>• “I think there’s a little bit of ambivalence around the branding thing” (Faculty member 15)</li> <li>• “I honestly think it’s just the reality of everyday life. I think the notion of the university as an exclusive club ...business doesn’t do that any longer” (Faculty member 16)</li> <li>• “I’m very positive on notions on branding” (Faculty member 16)</li> </ul>
SOCIAL SCIENCES and HUMANITIES	<ul style="list-style-type: none"> <li>• “I have mixed emotions about branding exercises because I value the concept of a university as a public service. And I very much see that what I do is in that role, in the service of the public good. And so you know branding just seems very much more like a kind of profit driven sort of activity so they always seem like</li> </ul>

	<p>a bit of an awkward fit to me in a certain respect but at the same time I acknowledge that that seem to be the inevitable bind universities are being put in by funding changes and that kind of thing". (Faculty member 27)</p> <ul style="list-style-type: none"> <li>• "what I think universities should be are places where original knowledge is produced and I stress that because a lot of people don't talk about that any more about knowledge ... the image these days, it's one of two images; either that it's a passive process for student and that's what on-line learning is about or the alternative is the suggestion that we're equals" (Faculty member 18)</li> <li>• "...there needs to be marketing I think there is no...I think the public tolerance for spending money on education is reaching a threshold. I think both in market driven model and in the public funding model, right, people need to know why education is so expensive. And they want justification...but at the same time to go strictly to a market model ... in the end that kind of branding would defeat the purpose of the project entirely" (Faculty member 23)</li> <li>• "....at the time of financial cutbacks, salary cutbacks, the pressure to survive is in terms of marketing what the university has to offer to those who can bring in research grants from the industry, from individuals, from government, from wherever". (Faculty member 31)</li> <li>• "...we accept as inevitable because we think well the government isn't giving us money, so where are we going to get, you know money from...that's kind of a slippery slope... this increasing sort of branding happens - is because private partners, private companies want something out of the deal...I think I see more of a problem in terms of losing maybe what the essence of what a university is supposed to be. So I know this may be really traditional , but I think there is something a little secret still about University spaces being free of having to – how should we say – say good things or be critical of private enterprises" (Faculty member 42)</li> <li>• "I think the very framework of thinking of branding is –</li> </ul>
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	<p>profoundly corrupt...the shift isn't that we now do branding, the shift is that, that we are rejecting the idea of tradition and ritual...in general we are rejecting our roles as stewards of culture" (Faculty member 33)</p> <ul style="list-style-type: none"> <li>• "A university is just that – a universitase – it's a corporation, it's a self-governing corporation of the faculty - but now we're bringing in professional managers, we've got metrics that are demanded by the provincial government...And so one of the dangers is that we're in fact creating false categories and then striving to meet them. What does quality mean? What does excellence mean? (Faculty member 13)</li> </ul>
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### Branding and fundraising mixed feelings

Themes	
BUSINESS	<ul style="list-style-type: none"> <li>• "...You could have private sponsors come in and control or shape academic freedom, is probably my main reservation". (Faculty member 26)</li> <li>• "So it takes education in certain direction which isn't necessarily a wrong direction or a bad direction but it does mean that education sort of planning becomes more and more external from planners...every student at [University C] ... is required to take six liberal studies.... [but] you want accreditation with external bodies...what happened - these liberals were quote 'getting in the way' of fulfilling that mandate" (Faculty member 30)</li> </ul>
ENGINEERING	<ul style="list-style-type: none"> <li>• "I was horrified when I heard that [University B was] potentially shutting down the languages departments here. So to me, even though I'm not in German studies, I'm not in philosophy or whatever ... for a University they are fundamental, completely cliché terms like "pursuit of knowledge" but I really feel that it's fundamental to a University to have a philosophy department or an English literature department, to have a mathematics department". (Faculty member 25)</li> </ul>
HEALTH SERVICES	<ul style="list-style-type: none"> <li>• "so we got asked recently what our feeling was about the School of Music, because a School of Music will never make any money, never and it has to be underwritten by everybody else. And I said</li> </ul>

	well, of course you underwrite music" (Faculty member 16)
SOCIAL SCIENCES and HUMANITIES	<ul style="list-style-type: none"> <li>• I think what's going on here is that there is a certain programs, certain disciplines are being propped up as having more value...so I think what's going on is, at the same time as these cutbacks are coming in, people are making etiological judgements about what is valuable and increasingly because I think a lot of people find it very hard to imagine what a historian does, what a sociologist may do as opposed to an engineer who builds and designs stuff. Maybe even you know an architect who again builds and designs stuff or a nurse or a doctor who actually helps people...Arts is being judged against standards that have nothing to do with arts. And that's a problem because those standards are being used to determine which programs are important and which programs should receive funding" (Faculty member 42)</li> <li>• "...it's much harder to market something intangible like a liberal education, right because how do you quantify, how do you show the public - well, if you spent x dollars then you will be a better thinker, I mean it doesn't sort of translate in that same model, right?" (Faculty member 23)</li> <li>• "When the Premier, Mike Harris, went on and on about how universities waste so much money, the example is used, because they use too many geographers, it just sent a chill down our spine because ...it's a kind of command economy attitude towards universities saying that in this 5 year plan, we're going to need 46 engineers so we produce 46 engineers" (Faculty member 13)</li> </ul>

#### Brand purpose

Themes	
BUSINESS	<ul style="list-style-type: none"> <li>• "we'll be branded through the quality of the people that leave and relevance of the research that is produced" (Faculty member 17)</li> <li>• "Branding is largely thought about by non-marketers as pure awareness. Coming up with a nice logo, slogan, etc. and then just broadcasting it so everybody knows it's there. For marketers, it's probably more thought about as building a set of</li> </ul>



	<p>associations between your identity in the marketplace and some set of characteristics that are thought to be influential in somebody's product selection" (Faculty member 19).</p> <ul style="list-style-type: none"> <li>• "you have to be perceived by external audiences favourably for them to contribute to your mission and the contribution can come ... in the form of students who come and learn in the institution, it can come in for funding ... if you are able to communicate what you do in a compelling way, maybe you even bring some value to these stakeholders outside who may not know exactly what you do." (Faculty member 11)</li> <li>• "each place tried to market itself in a somewhat different way, we're the biggest, we're the best, we're smaller, we're more intimate, we're this, we're that but I think also what's changed is that the branding now is much more about getting money rolling in and what not whereas before I think it was more about the students that we want a brand so a certain type of student comes to us" (Faculty member 30).</li> </ul>
ENGINEERING	<ul style="list-style-type: none"> <li>• "I think it's good that people know that's what we're doing ... and when they see our university for example they think about a place where they could go to get a practical education [and] get a job" (Faculty member 10).</li> <li>• "...directed at two audiences – one is the donor and the alumni and the corporate audience, I suppose, the audience with money. And part of it is directed at students, as a Grad Coordinator, I want to attract as many applications from the best students as I can" (Faculty member 4)</li> <li>• "...having an external image is important not just from the point of view of attracting students but also from the point of view of attracting industry collaborations" (Faculty member 21)</li> </ul>
HEALTH SERVICES	<ul style="list-style-type: none"> <li>• "...is my role to talk to donors? Oh yeah. It's my role to go to dinners, fly to Calgary to meet alumni. Absolutely, that's my role. When I'm there what am I doing? I'm schmoozing. Am I comfortable doing it? No, but it's my job and [University B] expects me to do it. It's not actually in my job description but it is an expectation" (Faculty member 16).</li> <li>• "It tells me what is unique about a particular program in a</li> </ul>

	<p>particular university that would distinguish this program from others". (Faculty member 32).</p> <ul style="list-style-type: none"> <li>• "What I've come to understand is that University teaching and research are businesses in the end, so there's definitely an angle when you want the best students, whatever that means, or when you want to get the right reactions out of funding agencies or peer review panels that names count, pedigree counts, you know" (Faculty member 7).</li> </ul>
SOCIAL SCIENCES and HUMANITIES	<ul style="list-style-type: none"> <li>• "...they have a brand I mean that word gets used so widely nowadays that it's impossible to think anything doesn't have one. So in that sense I remain a little bit suspicious of the concept, if it covers everything, it covers nothing" (Faculty member 27)</li> <li>• "branding, as a word and a notion, is part of advertising and advertising in reality is designed to manipulate" (Faculty member 18)</li> <li>• Do you simply take students who can afford to go and are willing to pay or are you trying to attract the best students who will then make a particular contribution, both to the University and then subsequently to either Canada or their own nation, ... So what I think what universities, especially large universities like this have done is that there is not a single brand any more. They are now segments. They are in fact clearly targeted markets that are being targeted in different ways by professionals in order to achieve what the university has defined as the ideal student mix; national, international, out-of-province, Ontario students, direct-entry, older students, trying to get more women in Engineering and more men in Humanities. Trying to get more non-Asians in Pharmacy and trying to get recent immigrants out of the instrumental professional faculties into more broadly based subjects. So this is what I think is going on – this is my perception" (Faculty member 13).</li> </ul>

### Reputation and Image

Themes	
BUSINESS	<ul style="list-style-type: none"> <li>• "...There is a perception that all of our students are from wealthy</li> </ul>

	<p>families...the undergraduate student is looking for the prestige and the family thing. The graduate student is looking for the innovative thing.” (Faculty member 20)</p> <ul style="list-style-type: none"> <li>• “Its heritage and being a polytechnic and being close to some of these trade schools. And today some of our biggest programs - fashion very hands on. People actually sewing like they are sewing classes, television and media, some very technical, engineering, very technical, no one surprised - interior design, journalism. .... it’s not the most executive or the most forefront of thought leadership necessarily or research and so on. So you can see even where our major schools or big enrolments are where most of our tuition fees are coming from, those schools still reside and some of them more technical, trades based, physical functional jobs rolls disciplines, areas” (Faculty member 39).</li> <li>• “I think the outside world sees [University A] as being a kind of a research University. Many people would say, well, not a bad place to go for your Master’s degree, I wouldn’t want to go there as an undergraduate because you’ve got big classes” (Faculty member 2)</li> </ul>
ENGINEERING	<ul style="list-style-type: none"> <li>• “they show pictures of people wearing their jackets you know and the different activities at Frosh, those are all pictures that are in those marketing brochures and they are all related to spirit if you like it...classes are small and you meet your profs and you feel like you are part of the smaller university when it comes to teaching that is, you know I know the names of a lot of my students” (Faculty member 21)</li> <li>• “the branding, in the way the university’s been putting itself forward in trying to improve its image, from my perspective, has been a good thing... as an upcoming institution, it was a very positive story, I think, all the things that have been done to promote us in the public” (Faculty member 34).</li> <li>• “...we have kind of a reputation for being very hard ... has the perception of basically, like slave-driving our students into the ground” (Faculty member 3).</li> <li>• “Students who think the [University A] is impersonal and I work very hard to squelch that. And I, so I, think they do have that as</li> </ul>

	<p>an impression...one of the leading research places, so I think that we're very different" (Faculty member 1).</p>
HEALTH SERVICES	<ul style="list-style-type: none"> <li>• "...and that's what they associate with it. Limestone buildings, old, very small, you can walk from one side to campus in 10 minutes, you know people, you go to classes with others, you know, we have a great football team, they would say things like that" (Faculty member 16)</li> <li>• "Some might think it's non-traditional because it's not – it's not a cloistered setting, it's all over and visionary" (Faculty member 29)</li> <li>• "I don't think they feel that they need to establish any kind of a brand because they have a brand. And they have a long-standing brand. And there is no question in my mind that there is a cache associated with being at [UAJ]". (Faculty member 5)</li> <li>• "It's the prestige that goes with being in a particular place; it's the quality of the hospitals and the strength of their ties as well as the bricks and mortar academic department on the main campus" (Faculty member 5).</li> </ul>
SOCIAL SCIENCES and HUMANITIES	<ul style="list-style-type: none"> <li>• "it's an environment which is not urban but therefore self-contained with the kind of relationship between the students and the students and professors where you can engage with ideas and you can kind of exchange, you know its marketing experience like that, I mean in a way that preserves the notion of the university while at the same time explaining to everyone else what it is that they are paying for and what they are getting". (Faculty member 23)</li> <li>• "People definitely think [University C] is a diverse place....career focused again, I think that speaks to the university's history that you know I think is a good history" (Faculty member 42).</li> <li>• "...it's impersonal. Any organization with 70,000 students... do you realize that 90,000 people come in and out of this university virtually every day, on any given day in a week day during a term? It's bigger than most towns in the country and of course it's impersonal, it has to be bureaucratic" (Faculty member 13)</li> </ul>

### Different levels of brand identity

Themes	
BUSINESS	<ul style="list-style-type: none"> <li>• “I think that’s part of it and it’s also the lack of a collective single mission and more about...I think most of us are tied to the place by program rather than by, shall we say, institutional commitment...We are the bucket called the Business School. Big deal. What do I share in common with the Geology Department? Beats me. Because I don’t know them. Why would I have to?” (Faculty member 17)</li> <li>• “We brand at the program level. We don’t brand at the institutional level” (Faculty member 19).</li> <li>• “I’m more aware of how [XXX] as a Business School has been going about it because that’s where I work and I think it’s more explicit, maybe...they don’t necessarily conflict with one another but my sense is that it’s not that unusual for a professional school in particular to have a differentiated brand, a unique brand within the brand of the university”. (Faculty member 11)</li> </ul>
ENGINEERING	<ul style="list-style-type: none"> <li>• “...our department, civil engineer tends to be just a huge umbrella and sort of covers like a huge swath of different areas... So we added sort of a tagline to that, Natural and Built Environments” (Faculty member 24).</li> <li>• “I see [University C] branding itself on the subway all the time....And their Con. Ed. dominates....And it drives me a little bit nuts....the Con. Ed. doesn’t coordinate necessarily very well ...with university advancement” (Faculty member 34)</li> <li>• “We are all together; we do a lot of collaboration. We all, even in curriculum level things, things are decided in all departments together, not just one department operating ... many arms of one big unit...we’re just one big branch off of a big tree”. (Faculty member 3)</li> </ul>
HEALTH SERVICES	<ul style="list-style-type: none"> <li>• “I’m looking at the school that I work for or the faculty versus the big university environment. So I think there’s a very, very different perspective”. (Faculty member 15)</li> <li>• “...they look out it and not just think of practicality, but also think about what school is best aligned, like people think [what] offers</li> </ul>

	<p>are best aligned with my goals as a future professional...we can tell you that we're a school that really focuses on community development. We focus on team based learning. We focus on newer models of practice and communities. We focus on certain international practice." (Faculty member 22).</p> <ul style="list-style-type: none"> <li>• "School of Nursing's brand is... Caring to Learn, Learning to Care and that's our brand which we came up with" (Faculty member 16).</li> <li>• "And I said why are we worried about, what other people are doing and that was the associate director said yes we could be the crème de la crème for registered practical nurses" (Faculty member 29).</li> <li>• "I think there's a distinction between under-grads and grads...for graduate students what I tell them, is it's an apprenticeship. So, you go by who do you want to work with and is there a good match...We've got other programs which are professional degree program and those emphatically yes, there's branding because you're going by what the overall program is not by who the particular supervisor is" (Faculty member 6)</li> </ul>
SOCIAL SCIENCES and HUMANITIES	<ul style="list-style-type: none"> <li>• "so you can have a really large university with 50-60,000 students but then within that, there's little neighbourhoods, you know - So there's a benefit to that, so fragmentation, I think, may be an issue, it may have something to do with being in a large urban setting". (Faculty member 9)</li> <li>• "the structure of it; how it is broken down into different Colleges and I, for the life of me, I can't really understand how it's organized and who's in charge of what aspect and it just seems like this sort of scattered institution with...it doesn't seem like a cohesive body to me in many ways...the Department does a pretty good job of branding so it basically carves itself into sort of specific research areas. (Faculty member 10)</li> </ul>

### Leadership

Themes	
BUSINESS	<ul style="list-style-type: none"> <li>• "I personally feel supported in my efforts but not because of</li> </ul>

	<p>Central Admin, but because of my Dean. My Dean is, I think, and in fact, with the exception of one of our Deans in my time at [University B], they have all been what I would call servant leaders. They get us the resources and then they get out of our way". (Faculty member 19)</p> <ul style="list-style-type: none"> <li>• "the principal is in well over his head... and as a consequence he is focusing on the pieces of the action rather than the whole action" (Faculty member 20)</li> <li>• "He's [University President] accessible. He's the same with administrative staff as he is with academic. It doesn't matter what level you're at and he's the kind of guy who will amble up – I saw this - students raising money with a big sale for an event and he ambles up and they don't know - they don't recognize him. And he says - what are you doing? He buys a cupcake and then he says, oh, you should go over to the President's office. Maybe they could contribute a \$100 to you" (Faculty member 36).</li> <li>• "I think we've been pretty lucky with our presidents in terms of them understanding the need for a strong business school but it's not always the case. I mean, you do know some situations where the president comes from, I don't know, the Faculty of Philosophy or something like that, and basically they look down their noses at business schools and don't realize just how useful business schools are in the big picture of things, to help with fund raising, all sorts of other things". (Faculty member 2)</li> </ul>
ENGINEERING	<ul style="list-style-type: none"> <li>• "I think he is definitely trying to interact with people more than some of the previous Principals and I don't always agree with kind of his vision of things, but I think he is trying to make an attempt to do that. I know [xxx] who the provost is; I think he is making sort of an attempt to try to have more sort of open forums and town hall meetings about budgeting and things like that. You know our dean came to our department, and she comes pretty regularly you know once or twice a year" (Faculty member 24).</li> <li>• "I don't think there is necessarily has been any clear communication to say this is our brand... Of course, the problem with that is that if you ask 100 professors what do you think about this, you're going to get 100 different comments and of course, in</li> </ul>

	<p>the end, you're not going to be able to make everyone happy. So of course, you're potentially setting yourself up to make everybody unhappy" (Faculty member 3).</p> <ul style="list-style-type: none"> <li>• "I'm not sure that's because they're not communicating as opposed to like, I'm not paying attention. I'm just not" (Faculty member 1).</li> </ul>
HEALTH SERVICES	<ul style="list-style-type: none"> <li>• "I actually describe my relationship with the University as benign neglect. Really, they leave me alone. They're not that interested in what we do. They don't really care, I always get the feeling". (Faculty member 16)</li> <li>• "I think he [University President] has definitely taken the initiative... and he is really pushing us forward in promoting our school through acquisition of various buildings, trying to obtain funds and sponsors or different branding initiatives to promote the university. I think without him, we wouldn't be where we are at". (Faculty member 35)</li> <li>• "he's [University President] a brilliant man but he communicates very well on behalf of the University. He conveys a very good message. He basically, I think, he exemplifies what the University espouses to be" (Faculty member 5)</li> <li>• "[The] University is not phenomenally good at supporting its faculty or making it feel valued". (Faculty member 6)</li> </ul>
SOCIAL SCIENCES and HUMANITIES	<ul style="list-style-type: none"> <li>• "Unfocussed, well I think basically, it's engaged in wishful thinking really because there's always talk about, there's a lot of talk about innovation and stuff, but the resources made available...? So I'm...we've had some...I wouldn't say that the University Administration has always been terrible. But I think this is a very bad administration, one of the worst. It's clumsy, it's coercive, it's authoritarian" (Faculty member 18)</li> <li>• "I don't think they think about the end product. I don't think they think about students sitting in class of a 150, with no TA, you know a professor who is responsible for grading most of their work. I don't think they think about that. I think they are just simply thinking about... how do I keep my job and potentially you know get the perks that come associated with my job, if I'm able to meet certain targets. I think at that point, people aspire to</li> </ul>



	<p>those positions for reasons that I find to be actually in great, how should we say, challenge or great opposition to what the real university is all about” (Faculty member 42).</p> <ul style="list-style-type: none"> <li>• “I think he really covers, every time he talks, he goes over the positive things the university is doing and he really focusses on innovation, creativity, being leaders and I think he`s trying to hit those talking points and I guess that`s part of the branding. He`s like a major brand messenger. So I can see that. And somebody that I think does a good job and I have seen him in the media interviewed; he makes himself available. He`s been out there a lot so I think in some ways he`s a good messenger for the brand. (Faculty member 9)</li> </ul>
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### Organizational Culture

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BUSINESS	<ul style="list-style-type: none"> <li>• “It is most definitely collegial. I believe that we all try to get along” (Faculty member 19).</li> <li>• “at the business school ... here the culture is a very good dean who fosters a very good sense of community and we do feel a sense of pulling together, and fighting the administration for every penny we can get from” (Faculty member 20).</li> <li>• “I really see us as a very highly collaborative and of wonderful place to work” (Faculty member 39)</li> <li>• “I think it’s a very collegial, extremely collegial. I think it’s very supportive...not that we always agree, but we disagree very respectably and that’s for sure”. (Faculty member 40)</li> <li>• “There aren’t too many areas of conflict between business schools and university” (Faculty member 2).</li> </ul>
ENGINEERING	<ul style="list-style-type: none"> <li>• “we do a lot of collaboration. We all, even in curriculum level things, things are decided in all departments together, not just one department operating independently so we are actually one, you know many parts and many arms of one big unit” (Faculty member 3)</li> <li>• “I had a lot of support and a lot of people you know lot of good friends and it’s you know I have had sort of senior people help</li> </ul>

	<p>me just in terms of like writing research grants and advise and things. (Faculty member 24)</p> <ul style="list-style-type: none"> <li>• “this is one of the most collegial departments I’ve had the pleasure to work in there had been and I know this is the only place I’ve really had a major career, but I find it less competitive...We share, we collaborate. We have—we share in lab space and—I mean there’s always individual rough spots between certain individuals that’s—but generally speaking, it’s a very, very collegial department. ” (Faculty member 34)</li> </ul>
HEALTH SERVICES	<ul style="list-style-type: none"> <li>• “we all work together very well. We all aspire to be collaborators. We all try focussing on how to generate research and create knowledge in a very collaborative manner so that definitely, that is the image we want to project” (Faculty member 15).</li> <li>• “it’s a small university so after you’re here for very few years because of all service you do, you can have all these different community and you start to know people all over campus”. (Faculty member 22)</li> <li>• “faculty tries to support each other and I do not know how much of it is because it is all new and they are all moving towards, trying to move towards research so they all feel vulnerable and they support each other which is good mentorship, we are trying to mentor each other and support each other” (Faculty member 29).</li> </ul>
SOCIAL SCIENCES and HUMANITIES	<ul style="list-style-type: none"> <li>• “really good job of helping welcome new faculty, having sort of a BBQ for new faculty at the Faculty Lounge, showing us around there, giving us a nice reception in terms of new faculty orientation and really I felt warmly welcomed by the administration as a new faculty here so that speaks to trying to welcome in new people to the university community, building this community” (Faculty member 10).</li> <li>• “I can say that it was very noticeable how much more collegial it was here than at other places I interviewed. So I had a very, very strong initial response that the people here are happier and get along better than in other places” (Faculty member 17).</li> <li>• “At the moment and from my experience here, I would opt for collegial more than competitive. I think the notion of having to be</li> </ul>

	competitive is one that would be more oriented towards the way in which - the benchmarks you have to go to for university promotion. And they are the same as everywhere” (Faculty member 31).
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### Collegiality and Competitiveness

Themes	
BUSINESS	<ul style="list-style-type: none"> <li>• “The worst ones actually are the Assistant Professors who are on tenure track who are very conscious of status differentials and pretty much want to level up to join the adult table and for some reason, they feel it’s very, very important for them to have people who are below them in the hierarchy which I think, whatever, I don’t care” (Faculty member 17).</li> <li>• “Then you have all of the other components that are competing for an envelope of money. We’re pitted against one another as a group. So we tend to be divide and conquer....faculty members are competing for merit, for tenure based on system that is not clearly defined for them” (Faculty member 26)</li> </ul>
ENGINEERING	<ul style="list-style-type: none"> <li>• “It’s definitely competitive. I think that’s for sure true and when it comes to research and departments are competitive here maybe within the faculty for students to get the best students” (Faculty member 21)</li> </ul>
HEALTH SERVICES	<ul style="list-style-type: none"> <li>• “...part of the trouble is that at [University A], you get your money by how many bodies that you attract. So there is zero incentive to work together and so if we take, if I have a course, we have students from all over wanting to take our courses; we get zero revenue for that - it’s pure cost with no flowback, no payback”. (Faculty member 6)</li> <li>• “[University A] is probably a much more competitive environment from a faculty point of view. So the competition factor is quite obvious...it’s a bit of a dog-eat-dog It’s very competitive, you know? So you want to be one of the favoured, you know, you are in line to become Associate Dean or you know, Director of the Graduate program or Associate Director of Research; those are plum jobs, those are plum</li> </ul>

	<p>positions. And there's a lot of competition amongst senior faculty for those roles". (Faculty member 5)</p> <ul style="list-style-type: none"> <li>• "A very, very competitive place. Faculty are very competitive with each other as well as with other institutions and I'm not sure, I mean, I guess as a relatively young academic mid-career I guess, I'm still grappling with whether you have to let people be rapacious, you know, attention-seeking, you know sort of yeah, whether you have to encourage that in order to see excellence in research...we have to tolerate, again sort of, very aggressive, competitive, attention-seeking behaviour and you know, sort of the commitment to the brand but not necessarily the commitment to what's behind it". (Faculty member 7)</li> </ul>
SOCIAL SCIENCES and HUMANITIES	<ul style="list-style-type: none"> <li>• "we have been under a kind of constraint of ever tighter resources over the last few years especially since 2008. So we had like 3 years straight of budget cuts and hiring freezes and people retiring and not being replaced and I have noticed that in that time period roughly since 2008, here and in other departments more conflict has been brought to my attention" (Faculty member 27).</li> <li>• "...whom do we appoint; whom do we tenure? And whom do we promote and on what basis? ... I think it's competitive, very competitive; it's less collegial than it was 30 years ago when I started, much more so and there are lots of reasons for that. I think there's more pressure put on junior faculty than ever before. So it is competitive, less collegial" (Faculty member 13).</li> </ul>

#### Brand authenticity – promises unmet

Themes	
BUSINESS	<ul style="list-style-type: none"> <li>• "Where I think it probably fails is giving students experience and contact with faculty early on and this is often put down to, you know, the large class problem" (Faculty member 17).</li> <li>• "think there's a bit of a perception generally that you're coming to [University C] because perhaps you couldn't get in anywhere else or you couldn't afford to go anywhere else. I don't think that's necessarily true". (Faculty member 36)</li> </ul>

	<ul style="list-style-type: none"> <li>• “My perception which may be incorrect is that the brand is not as strong as its substantive academic standing in the world of universities. The information I have is that [University A] ranks very well world-wide as an academic institution. The last ranking I saw placed it in the top 20 academic institutions in the world – which is very high, if you consider how many there are and the quality of many of them. I don’t think that the brand of the university reflects that entirely” (Faculty member 11)</li> </ul>
ENGINEERING	<ul style="list-style-type: none"> <li>• “...find this hilarious, that the three women in engineering, honestly there’s hardly any women in engineering and that is such a lie to me that I find it actually kind of offensive, like it bothers me, when I see this it bothers me ... Like it’s kind of silly... Trying to attract women, so they’re trying to show the look we’ve got women, but they happen to be the entire class of women,” (Faculty member 25).</li> <li>• “It still doesn’t have the image of like a research-intensive university, what people think of us as an established university” (Faculty member 41).</li> <li>• “..for the average under-graduate, I don’t know how much they get out of the fact that this is a prestigious research university...I think, largely, that undergraduates aren’t going to see much of the research that happens at a university” (Faculty member 4)</li> </ul>
HEALTH SERVICES	<ul style="list-style-type: none"> <li>• “as far as students go and I think it is probably as part of the issue with not feeling supported by the university is that when you don’t feel supported you are not necessarily doing your best work in the classroom nor are you are going out of your way to support students the way it should be supportive. So hence I hear students say they don’t belong...So I think as far as student centeredness goes, there is a great couple of words, were are not there or anywhere close to it.” (Faculty member 29).</li> <li>• “the university is trying to convey is that we are the biggest and the best. I think what they do convey is big and it can be for some, impersonal” (Faculty member 6).</li> <li>• “I guess what I worry about is spending so much time talking about how excellent we are and how to preserve the veneer without worrying about what we’re doing...talk about excellence,</li> </ul>

	<p>excellence in faculty and so forth. You know, what I've seen in practice about the way courses are staffed. We'll put anybody with a pulse in front of a classroom." (Faculty member 7)</p>
<p>SOCIAL SCIENCES and HUMANITIES</p>	<ul style="list-style-type: none"> <li>• [University B] has been engaged in a con game for a long time about its position... [and] pushes itself as being student-focussed but it's not student-focussed' (Faculty member 18)</li> <li>• "I mean do we fulfill the promises? I don't think any university fulfills its promises...I think all universities will make promises reflecting goals they would like to achieve, right?.... But nobody can predict the funding that's coming...so I guess, my -- to a certain extent, I'd be inclined to say, it's somewhat inauthentic because it suggests that you can do this." (Faculty member 31)</li> <li>• "... student focused I think ... in some ways it kind of -- it's a little hypocritical...look at many programs, if you are thinking about you know this discipline, it is very clear that cutbacks and slashing of budgets is actually complete opposite to that message that they're trying to send about being student focused." (Faculty member 42).</li> <li>• "The problem is with a multi-university like this, and one this size is that you really cannot generalize. There are weak spots in the school and to simply say we are all universally excellent is simply wrong". (Faculty member 13)</li> </ul>

#### Brand authenticity – promises met

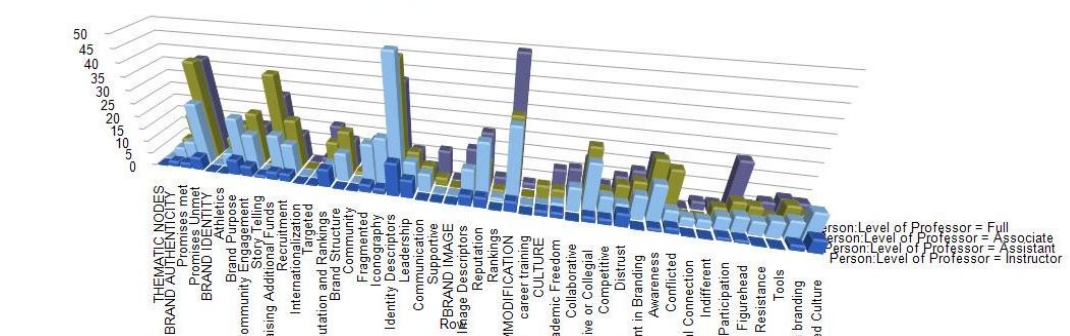
Themes	
BUSINESS	<ul style="list-style-type: none"> <li>• "Student-focussed, I think the answer is yes, particularly in the undergraduate level. I think part of that is just recognizing that there is a strong understanding at the University level that distinguishes it from my faculty level about the socialization being an important part of the [University B] experience. I think that is absolutely true and they do support that... I think to that extent, yes, and the services are really all about students. There's absolutely no question about that. And that's reflected in our capital spend which has been around a new athletics centre which was massively over-budget but still, they felt they had to</li> </ul>

	<p>proceed with one because Maclean's was saying we didn't have a good one and God forbid, we shouldn't not have Maclean's on board. Plus as well, retooling the library to accommodate more contemporary student practices that involve computers rather than the printed word. I think to that extent, yes." (Faculty member 17).</p> <ul style="list-style-type: none"> <li>• "now you come into a very distinct [University C] space, downtown Toronto, and so to be able to sort of co-brand with Toronto, the city and with our Times Square [Indiscernible] [0:15:42.8] right, and Eden's Center which is a major commercial district. All of that really I think helps bring this branding into the 21st century into really, okay, what we are, stand for in the future and what do we do well. And one of the reasons I'm sure because businesses and applied this plan I did come from a business perspective, because when applied discipline and our legacy is in applied technical trades based disciplines, it's a nice stepping stone" (Faculty member 39).</li> <li>• "we have credibility in more communities as a result of the kind things, the kind of history we've had, the kind of outreach we've have, the kind of community building we've engaged in, and that's been paying off... career focused one, of those three, might disagree, but if you look at the nature of the programs we have at [University C], we have unique programs for example fashion, interior design, midwifery we have, those are very career focused.". (Faculty member 40)</li> <li>• "the research emphasis of the brand is authentic in my mind". (Faculty member 11)</li> </ul>
ENGINEERING	<ul style="list-style-type: none"> <li>• "I do think it's, did I say student oriented? No I thought of it, but I didn't, prestigious. So yeah, I think within Canada it's prestigious". (Faculty member 21)</li> <li>• "I think that from a graduate student perspective, that's right. I mean graduate students are here to do, unless they are professional students, are here to do research" (Faculty member 4).</li> </ul>
HEALTH SERVICES	<ul style="list-style-type: none"> <li>• "When I look at my colleagues, I know they are among the best in the country. I think that's true. I mean I teach the Graduate</li> </ul>

	<p>course in Informatics. I'm probably one of two or three people in the country who does that. So, I'm not trying to be self-aggrandizing here but I think there is certain recognition that there are a cluster of people certainly within our faculty that are known to be top of the game in our country". (Faculty member 5)</p> <ul style="list-style-type: none"> <li>• "f you're going to sell on something, to prospective faculty, prospective students are the people who are going to invest in different ways; either in research funding or in philanthropy or whatever, you got to stand out somehow. Standing out on excellence is not a bad way to go". (Faculty member 7)</li> </ul>
SOCIAL SCIENCES and HUMANITIES	<ul style="list-style-type: none"> <li>• "International recognition, quality of faculty, quality of students, library resources third in North America, quality of laboratories, the tradition of research, all of this is real and true". (Faculty member 13)</li> <li>• "want their premiere scholars in front of undergraduate level, teaching a 200 person class, so that to me is a great value that they're doing. Again, it's hard to enforce quality of teaching across the board. But the fact that you want your premiere scholars and heavy researchers doing teaching of students and inspiring students – I think that's a good thing so that's one of the ways..." (Faculty member 9)</li> </ul>



For this comparison a query was run in NVivo across all coding for the Academic Faculty Level attributes including full professor, associate professor, assistant professor and instructor.



**Figure 11.5.4: Number of coding references by Faculty Academic Level/Rank attributes of FULL PROFESSOR, ASSOCIATE PROFESSOR, ASSISTANT PROFESSOR AND INSTRUCTOR**

### Need for branding

THEMES	
Instructor	<ul style="list-style-type: none"> <li>“... the idea that you could have private sponsors come in and control or shape academic freedom, is probably my main reservation... concept of having somebody come in and dictate to you, what you can discuss, what you can teach, how you're going to promulgate the information, I think actually cuts into the concept of critical thinking, the ability to criticize and to open discourse about things that could be considered controversial. If you're asking what my main reservation would be, it would be academic freedom.” (Faculty member 26).</li> </ul>
Assistant Professor	<ul style="list-style-type: none"> <li>“if we’re going to stay competitive, we have to do some of this branding and I think it’s misplaced or in my view anyway, to believe that there is any real difficulty with it... I’ll say this, it might be a necessary evil because if we, without a benefactor who is this gracious and so on as he was, we wouldn’t have this location, we wouldn’t have this infrastructure, we wouldn’t have the budget that we do. So just the grassroots word of</li> </ul>

	<p>mouth, we're able to drive through our location specifically which is infrastructure afforded because of the benefactor. Well, that is all to the better and we would never have had otherwise. So, it's a necessary evil" (Faculty member 39).</p> <ul style="list-style-type: none"> <li>• "...we accept as inevitable because we think well the government isn't giving us money, so where are we going to get, you know money from... this increasing sort of branding happens - is because private partners, private companies want something out of the deal. There are very few private companies out there that give their money away for purely altruistic reasons, even if it is how should we say associated with education. No, they are going to want something out of that and who wouldn't." ( Faculty member 42).</li> <li>• " it's much harder to market something intangible like a liberal education, right because how do you quantify, how do you show that public well, if you spent x dollars than you will be a better thinker, I mean it doesn't sort of translate in that same model, right. So if you are trying to package the university as discrete units and then sell those discrete units as commodities I think that is a mistake because it leads to the fragmentation of the university experience" ( Faculty member 23)</li> </ul>
Associate Professor	<ul style="list-style-type: none"> <li>• "With respect to excellence, no in the sense that I think when we as a Business School move toward seeing students as customers rather than as aspirants to a degree whose value is our primary purpose to preserve then I think what we're prepared to do is make concessions that we wouldn't do otherwise". ( Faculty member 17)</li> <li>• ".. you know I have mixed emotions about branding exercises because I value the concept of a university as a public service. And I very much see that what I do is in that role, in the service of the public good. And so you know branding just seems very much more like a kind of profit driven sort of activity so they always seem like a bit of an awkward fits to me in a certain respect but at the same time I acknowledge that that seems to be inevitable bind universities are being put in by funding changes and that kind of things... a feeling that some parts of</li> </ul>

	<p>society should be public and insulated from profit driven pressures and I have some worries about universities being remade in a private corporation model and so I have concerns about that. On the other hand I suspect that without this kind of external source of funding, the university could potentially be in some financial difficulty.” ( Faculty member 21)</p> <ul style="list-style-type: none"> <li>• “ Well, I think that building should be named after people who were working at the university for a long time and it should reflect the history of the university rather than some rich guy that decided to give money to name the building” ( Faculty member 41).</li> <li>• “So the shift isn't that we now do branding, the shift is that, that we are rejecting the idea of tradition and ritual... in general we are rejecting our roles as stewards of culture. ..when I say corrupt, I mean -- in a sociological way of meaning, what we are doing now is so strategic and so self-aware and so micro-managed and marketed and focused group and tested” (Faculty member 33).</li> </ul>
Full Professor	<ul style="list-style-type: none"> <li>• “I worry that it takes away from the primary mission of the university. So to me, the primary mission is scholarship and education, but you know I have a hard time articulating why I think it takes it away. I think it's because – I'm worried that the branding ties closely with marketing which then goes into commercialization and therefore as soon as research is driven by commercial need it is not necessarily in the best interest of the research community” ( Faculty member 25).</li> <li>• “So what I don't like about the branding is ...I think we're very lucky to be able to teach and you know, to do research and to convey knowledge. I think that's a great privilege actually but that privilege is one which has to be defended and has to be enacted and there are many ways in which we are losing control of that... the nearly 3,000 year old Socratic tradition of teaching and learning requiring two human beings speaking to each other is being more and more just discarded.” ( Faculty member 18).</li> <li>• “if what you're doing is trying to bring into existence a new</li> </ul>

	<p>product to sell to the public and the only way that product is really going to survive in terms of research is to engage with external financial arrangements, then you've got to sell yourself in terms of what the external financial arrangements are going to respond to". (Faculty member 31)</p> <ul style="list-style-type: none"> <li>• "...what's changed is that the branding now is much more about getting money rolling in and what not whereas before I think it was more about the students that we want a brand so a certain type of student comes to us... the push is we're a brand that people with money and businesses that will give us money want to be associated with this particular kind of brand" (Faculty member 30).</li> <li>• "A university is just that – a universitase – it's a corporation, it's a self-governing corporation of the faculty but now we're bringing in professional managers, we've got metrics that are demanded by the provincial government and others that essentially require us to use accounting models and to project models on our students, that's almost impossible, so how do we measure student success... What does quality mean? What does excellence mean? And what is the role of the faculty in delivering this? And this is a big question." (Faculty member 13).</li> <li>• "That's not what we do and that's not the kind of promise we should make and I don't think, except in the professional faculties, we should talk about career training at all. We're not training people for jobs. A university doesn't do that" (Faculty member 13).</li> </ul>
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### Purpose of branding

THEMES	
Instructor	<ul style="list-style-type: none"> <li>• "[University C] has developed hooks into the business community...You can't build out so you have to build up. And if you're going to draw industry in, why not draw industry in a developmental kind of way." (Faculty member 36)</li> </ul>

	<ul style="list-style-type: none"> <li>• “I have some reservations myself even though I understand the benefits and I understand that we need to have some sort of differentiation, otherwise we're going to die...” (Faculty member 26).</li> </ul>
Assistant Professor	<ul style="list-style-type: none"> <li>• “if a university is going to be successful they'd better brand. It's a service that we're offering and you know the students have a lot of choice, right... branding is two things: one, it puts the institution in front of the students because ultimately the choice is going to be theirs... the competition is fierce for students; the top students.... It's also to attract faculty because...as a faculty member, I want to be in a classroom where there's talent sitting in the classroom, where I'm challenged as much as the students are challenged” (Faculty member 21)</li> <li>• “still in an industry which is the education industry, and you have to be perceived by external audiences favourably for them to contribute to your mission - and the contribution can come ... in the form of students who come and learn in the institution, it can come in for funding... consider it a necessity and actually at some level, even an informative exercise potentially because if you are able to communicate what you do in a compelling way, maybe you even bring some value to these stakeholders outside who may not know exactly what you do” (Faculty member 11).</li> <li>• “We have to attract the stellar students and good quality applicants and PhD students and the like so from a micro-perspective I think it's so important the way we develop the brand and get that image out there so we actually get the funding, we get the people that we need to the faculty, to the school.” ( Faculty member 15)</li> <li>• “we know universities are highly competitive, not just for students but for faculty as well.” ( Faculty member 29)</li> <li>• “I think the brand, as I said, carries that cache and you know, again, if I can use the example of a school that doesn't have the same profile, it's harder to keep those high-profile faculty so the high profile school goes hand-in-hand with the ability to</li> </ul>

	<p>attract the high profile faculty and ergo, the best and the brightest students". ( Faculty member 5)</p>
Associate Professor	<ul style="list-style-type: none"> <li>• "Branding is largely thought about by non-marketers as pure awareness. Coming up with a nice logo, slogan, etc. and then just broadcasting it so everybody knows it's there. For marketers, it's probably more thought about as building a set of associations between your identity in the marketplace and some set of characteristics that are thought to be influential in somebody's product selection". ( Faculty member 19)</li> <li>• "...directed at two audiences – one is the donor and the alumni and the corporate audience, I suppose, the audience with money. And part of it is directed at students, as a Grad Coordinator, I want to attract as many applications from the best students as I can" ( Faculty member 7)</li> <li>• "you want to get the right reactions out of funding agencies or peer review panels that names count, pedigree counts, you know". ( Faculty member 7)</li> <li>• "we can advertise the location as you know a beautiful city lakeside lots of it people are into sailing, kayaking, canoeing - there is so many recreational opportunities around here so maybe you're not trying to attract the people that want to live in downtown Toronto" ( Faculty member 22).</li> <li>• "I think that it has increased awareness at [University C], let's put it that way...I've seen a big transition over that and the students reflect that. They are much more prouder, they take part in international competitions. You know, they are becoming more school aware". ( Faculty member 41)</li> <li>• "if you are looking at reputation building, and reputation building for the right reasons for the research we do, for the teaching we do, for what I would call city building or community engagement purpose, I think that's terrific". ( Faculty member 40)</li> <li>• "Part might be greater visibility among policy makers, the general public who then would be more charitable in valuing higher education". (Faculty member 9)</li> <li>• "the extent that universities feel squeezed for money, is sort of</li> </ul>

	<p>the extent to which they will get out into the advertising and branding game...the result of feeling less supported by government and so needing to look for sources of money outside of the public sphere” (Faculty member 27).</p> <ul style="list-style-type: none"> <li>• “... think that in fact, that’s the primary focus for engineering fundraising which I presume Engineering is roughly, represents 10% of the University, at least at the downtown campus. And so it’s you know, I think this is a \$100-\$150 million dollar building and I think that the primary...I think we’re looking to raise money to build that building” (Faculty member 4).</li> </ul>
Full Professor	<ul style="list-style-type: none"> <li>• “Trying to attract women, so they’re trying to show the look we’ve got women, but they happen to be the entire class of women, but I get it” (Faculty member 25).</li> <li>• “I think in this day and age, you have to work 50% towards people coming in so is my role to talk to donors? Oh yeah. It’s my role to go to dinners, fly to Calgary to meet alumni. Absolutely, that’s my role. When I’m there what am I doing? I’m schmoozing”. ( Faculty member 16)</li> <li>• “the branding, in the way the university’s been putting itself forward in trying to improve its image, from my perspective, has been a good thing. And we’ve seen an improvement in the quality of the students that have come” ( Faculty member 34).</li> <li>• “bringing in external funding and it started out maybe more as helping students differentiate but also now bringing in students. Students want to be associated with one of the, a brand they like as well. So all those things have been emphasized but the money one probably more so” ( Faculty member 30)</li> <li>• “I think a couple of reasons. One is, there is competition for students. And the U of T doesn’t have to worry. We turn down, we’re a highly selective school, we turn down far more applicants than we accept. But which applicants; are we in fact getting the right kind of mix? The kind of mix in everything from background to ethnicity to gender to all those other things that provide a great university and that also breaks away from the health and science divisions being dominated by Orientals and the rest dominated by graduates of Upper Canada</li> </ul>



	College...other focus is for international students and this too, is a clearly defined segment of the market and universities including U of T and other old universities have been directing themselves towards this market” ( Faculty member 13).
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### Organizational culture

THEMES	
Instructor	<ul style="list-style-type: none"> <li>• “Consensus style decision making is wonderful, but it can take years and I think that it's difficult for those who were purely in administration especially at the administration to understand how it is that faculty members don't want to fully engage in these processes a hundred percent of their time. It's because it's a tremendous pain in the butt and it doesn't actually drive towards the things that are supposed to make us successful where, the reward systems are not commensurate with what behaviors they want to broaden”. ( Faculty member 26)</li> <li>• “So if I were to think about the culture of the university, I think that I just see it as fractured. I don't see a consistent culture” ( Faculty member 36)</li> <li>• “It's less collegial. Others seems to be more of a divide between the administration and the students and more of a divide between a full-time instructors and sessional instructors and again, I find that very – even within [the business school], even based on the discipline of study...Well, there was a Christmas party for full-time staff and sessional staff were not included and because the full-time staff couldn't make the first Christmas party, there was also second Christmas party to accommodate them to which sessional staff were also not invited. Although we're on the email distribution list so we knew about it. So I think there's a very distinct demarcation. ( Faculty member 36)</li> <li>• “because of the prestige associated with [University A] so that when I say I'm an instructor at [University A], it's like Whoa, but I also know in the back of my head that's it's not really</li> </ul>



	[University A], it's a School of Continuing Studies" ( Faculty member 12)
Assistant Professor	<ul style="list-style-type: none"> <li>• "I think that the idea of collegiality there's no coffee culture anymore because we're not here and because of academic freedom we don't have to be here" ( Faculty member 38).</li> <li>• "We are all together; we do do a lot of collaboration. We all, even in curriculum level things, things are decided in all departments together, not just one department operating independently so we are actually one, you know many parts and many arms of one big unit" ( Faculty member 3)</li> <li>• "really does seem to have like this collective spirit which is [University B] and you know people wear [University B] stuff all the time and... you will have trouble seeing somebody not wearing [University B] stuff...I would say it's collegial, I would say there is but it's also competitive." ( Faculty member 21)</li> <li>• "it's more a elitism approach to academia, to education and it's about, it's the competitiveness that we recognize so the brand, I think is more negative than positive, for me anyway when I think about [University A].... but I mean when I think about [University A], it's about an environment that's very harsh, very lacking collaboration, it's extremely competitive, a sort of ivory tower mentality that we're the best....[University A] would say well you come to work for us, it's an honour, that's the image and the brand because we are the best school in Canada versus [University B] it's an honour that you come for an interview, it's an honour that you've selected [University B], to join the faculty so you see the two perspectives. ( Faculty member 15)</li> <li>• "we all work together very well. We all aspire to be collaborators. We all try focussing on how to generate research and create knowledge in a very collaborative manner so that definitely, that is the image we want to project" ( Faculty member 15).</li> <li>• "it's definitely competitive. I think that's for sure true and when it comes to research and departments are competitive here maybe within the faculty for students to get the best students" (</li> </ul>

	<p>Faculty member 21)</p> <ul style="list-style-type: none"> <li>• “a much more competitive environment from a faculty point of view. So the competition factor is quite obvious” ( Faculty member 5).</li> <li>• “And your union versus management typically is conflict”. ( Faculty member 42)</li> </ul>
Associate Professor	<ul style="list-style-type: none"> <li>• “I think the first thing to note is that in any university where you have got multiple faculties, there is no...if there’s a common culture, it’s fairly bland. Sorry, I shouldn’t say that; bland is the wrong word. You’re going to have multiple cultures, let’s put it that way” ( Faculty member 24).</li> <li>• “the culture is an open culture here as far as ideas go” ( Faculty member 33).</li> <li>• “was very noticeable how much more collegial it was here than at other places I interviewed. So I had a very, very strong initial response that the people here are happier and get along better than in other places” ( Faculty member 17)</li> <li>• “It is most definitely collegial. I believe that we all try to get along.” ( Faculty member 19)</li> <li>• “I think it’s a very collegial, extremely collegial. I think it’s very supportive...” ( Faculty member 40)</li> <li>• “the faculty of arts is not quite in a place yet where people are fighting to maintain turf and ... and that has to come at the expense of others, but we are right on the cusp of -- of the growth ending and it becoming a turf war. I can see it” ( Faculty member 33).</li> <li>• “ The worst ones actually are the Assistant Professors who are on tenure track who are very conscious of status differentials and pretty much want to level up to join the adult table and for some reason, they feel it’s very, very important for them to have people who are below them in the hierarchy which I think, whatever” ( Faculty member 17)</li> <li>• “So we had like 3 years straight of budget cuts and hiring freezes and people retiring and not being replaced and I have noticed that in that time period roughly since 2008, here and in other departments more conflict has been brought to my</li> </ul>

	<p>attention". ( Faculty member 27)</p> <ul style="list-style-type: none"> <li>• "A very, very competitive place. Faculty are very competitive with each other as well as with other institutions and I'm not sure, I mean, I guess as a relatively young academic mid-career I guess, I'm still grappling with whether you have to let people be rapacious, you know, attention-seeking, you know sort of yeah, whether you have to encourage that in order to see excellence in research...we have to tolerate, again sort of, very aggressive, competitive, attention-seeking behaviour and you know, sort of the commitment to the brand but not necessarily the commitment to what's behind it. " ( Faculty member 7)</li> <li>• "when we are in labor negotiations and so on, when there are a lot of cutbacks, people were not happy and so it became a real administration- faculty divide. And so people has lot of distrust of the administration" ( Faculty member 22)</li> <li>• "it`s important that faculty be, that administration disclose potential agreements. But there`s a lot of efforts, I think, to obscure what exactly is going on and so we don`t really get all the information and they don`t want the faculty to know because it would be a huge uproar...unfortunately there`s a lot of distrust and so in some ways, the water has been poisoned for some people ." ( Faculty member 9),</li> </ul>
Full Professor	<ul style="list-style-type: none"> <li>• "I think it's competitive, very competitive; it's less collegial than it was 30 years ago when I started, much more so and there are lots of reasons for that. I think there's more pressure put on junior faculty than ever before. So it is competitive, less collegial" ( Faculty member 13)</li> <li>• "I think it's reasonably collegial at [University B]" ( Faculty member 26).</li> <li>• "we do feel a sense of pulling together, and fighting the administration for every penny we can get from. ( Faculty member 20)</li> <li>• "At the moment and from my experience here, I would opt for collegial more than competitive. I think the notion of having to be competitive is one that would be more oriented towards the</li> </ul>

	<p>way in which - the benchmarks you have to go to for university promotion” ( Faculty member 31).</p> <ul style="list-style-type: none"> <li>• “this is one of the most collegial departments I’ve had the pleasure to work in there had been and I know this is the only place I’ve really had a major career, but I find it less competitive...We share, we collaborate... there’s always individual rough spots between certain individuals ...but generally speaking, it’s a very, very collegial department. ” ( Faculty member 34)</li> <li>• “whom do we appoint; whom do we tenure? And whom do we promote and on what basis? The situation is improving. [University A] is a research-intensive school and you cannot ... be tenured here without doing research – full stop.” ( Faculty member 13)</li> </ul>
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### Leadership

THEMES	
Instructor	<ul style="list-style-type: none"> <li>• “Consensus style decision making is wonderful, but it can take years and I think that it's difficult for those who were purely in administration especially at the administration to understand how it is that faculty members don't want to fully engage in these processes a hundred percent of their time. It's because it's a tremendous pain in the butt and it doesn't actually drive towards the things that are supposed to make us successful where, the reward systems are not commensurate with what behaviors they want to broaden” ( Faculty member 26).</li> <li>• “I think we have great leadership in [University President]. I think we're taking very progressive approach to how we manage our campus space in terms of scarce resources in the city” ( Faculty member 36).</li> <li>• “my observation of [the University President] is the way he wanders around the campus....He's accessible. He's the same with administrative staff as he is with academic. It doesn't matter what level you're at and he's the kind of guy who will</li> </ul>

	<p>amble up – I saw this, students raising money with a big sale for an event and he ambles up and they don't know, they don't recognize him. And he says, what are you doing? He buys a cupcake and then he says, oh, you should go over to the President's office. Maybe they could contribute a \$100 to you” ( Faculty member 36)</p>
Assistant Professor	<ul style="list-style-type: none"> <li>• “...shift in our branding from, and this has been driven by most of us that are the administrators, from see how wonderful we are to what's in it for you” ( Faculty member 14).</li> <li>• “... I can tell them honestly, that I think they are missing the point about their brand, I really do. I think that what the brand is according to the students and according to the faculty and according to alumni for some reason is being abandoned by the management in favor of a very different model” (Faculty member 23)</li> <li>• “they are supposed to market, they are supposed to communicate our best interests to these government bodies who fund us. And if the government say, you know we need you to cut back. We need you to - you know - invent new programs that are supposed to be innovative, I think it's the responsibility of the university administration to understand that innovation means a lot of different things...I don't think they think about the end product. I don't think they think about students sitting in class of a 150, with no TA, you know a professor who is responsible for grading most of their work. I don't think they think about that. ” ( Faculty member 42)</li> <li>• “I think he [University president] has done an incredible job, very good job in terms of pushing the university into the forefront. I mean urban. We're seen as urban. We're right in the middle of the city, or the building and there what's happening I think it's phenomenal and to the growth of the students as well” ( Faculty member 38).</li> <li>• “...I don't think that there has, necessarily, there have been any real clear, formal dissemination of information...I don't think there is necessarily has been any clear communication to say this is our brand...the problem with that is that if you ask 100</li> </ul>

	<p>professors what do you think about this, you're going to get 100 different comments and of course, in the end, you're not going to be able to make everyone happy. So of course, you're potentially setting yourself up to make everybody unhappy." ( Faculty member 3).</p> <ul style="list-style-type: none"> <li>• "The fund-raising would not have been what it has been without a Dean who is capable of communicating the brand, and actually creating the brand, frankly" ( Faculty member 3).</li> <li>• "...he's a brilliant man [University President]... he communicates very well on behalf of the University. He conveys a very good message. He basically, I think, he exemplifies what the University espouses to be" ( Faculty member 5).</li> </ul>
Associate Professor	<ul style="list-style-type: none"> <li>• "he [University President] goes over the positive things the university is doing and he really focusses on innovation, creativity, being leaders and I think he's trying to hit those talking points and I guess that's part of the branding. He's like a major brand messenger. So I can see that. And somebody that I think does a good job and I have seen him in the media interviewed; he makes himself available. He's been out there a lot so I think in some ways he's a good messenger for the brand" ( Faculty member 9).</li> <li>• "these kinds of discussions, I'm privy to them in part because I spend more time with the Chair of this Department than most Profs would. But she [Chair] is also very good at announcing this kind of stuff at Faculty Meetings and stuff like that" ( Faculty member 4).</li> <li>• "... I think he [University Principal] is definitely trying to interact with people more than some of the previous principals and I don't always agree with kind of his vision of things, but I think he is trying to make an attempt to do that" ( Faculty member 24).</li> <li>• "...without him [university president], our university would not be where it's at today. I think he has definitely taken the initiative and in all sides the leader and he is really pushing us forward in promoting our school through acquisition of various</li> </ul>

	<p>buildings, trying to obtain funds and sponsors or different branding initiatives to promote the university. I think without him, we wouldn't be where we are at." ( Faculty member 35).</p>
Full Professor	<ul style="list-style-type: none"> <li>• "...well I think basically, it's engaged in wishful thinking really because there's always talk about, there's a lot of talk about innovation and stuff, but the resources made available...? So I'm...we've had some...I wouldn't say that the University Administration has always been terrible. But I think this is a very bad administration, one of the worst. It's clumsy, it's coercive, it's authoritarian...When the Dean came around talking about how to do fund-raising and he then revealed that in the Social Sciences, Economics and Psychology were talked about. Engineering was talked about. Some others, like Sociology, never get mentioned" ( Faculty member 18).</li> <li>• "I actually describe my relationship with the University as benign neglect. Really, they leave me alone. They're not that interested in what we do. They don't really care, I always get the feeling" ( Faculty member 16).</li> <li>• "the Principal is in well over his head and as a consequence he is focusing on the pieces of the action rather than the whole action" ( Faculty member 20)</li> <li>• "I think it's been very much driven by leadership in my view and many others, [University C] had very weak leadership until [the current president]... came with a lot of vision, high energy and was able to get people on board to a lot of that vision very quickly. So I think leadership has been hugely important in that"( Faculty member 30).</li> <li>• "I would say no but I'm not sure that's because they're not communicating as opposed to like, I'm not paying attention. I'm just not" ( Faculty member 1).</li> <li>• "University is not phenomenally good at supporting its faculty or making it feel valued" ( Faculty member 6).</li> <li>• "...as Dean, so I think we've been pretty lucky with our presidents in terms of them understanding the need for a strong business school but it's not always the case. I mean, you do know some situations where the president comes from,</li> </ul>

	I don't know, the Faculty of Philosophy or something like that, and basically they look down their noses at business schools and don't realize just how useful business schools are in the big picture of things, to help with fund raising, all sorts of other things". ( Faculty member 2)
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### Authenticity

THEMES	
Instructor	<ul style="list-style-type: none"> <li>• "I mean, we're really not as homogenous as people would believe us to be" ( Faculty member 26).</li> <li>• "I think with respect to research-intensive, again, if you were to ask students about that, some may care very much about that, if they're wanting to pursue an academic career,... But for some of them, although that's a mandate of the university very strongly, I'm not quite sure for many students, that with undergraduate students that that might necessarily be on their radar nor would it be important to them in choosing university and in fact, they may feel that that attracts from their experience as students. They may, in fact, many may feel that the research-intensive and the student-focused may, in fact, almost be contradictory goals of the university" ( Faculty member 36).</li> <li>• "...when [University A] makes claims like that, you kind of, you know there are certainly enough people out there, graduates out there who make it a realistic claim. ( Faculty member 12)</li> <li>• "there is a perception that all of our students are from wealthy families and that their education... a sense of generalization of the student body. I'm uncomfortable with it because I don't believe that it's true" ( Faculty member 36).</li> <li>• "I think there's a bit of a perception generally that you're coming to [University C] because perhaps you couldn't get in anywhere else or you couldn't afford to go anywhere else. I don't think that's necessarily true...I think one of the challenges for [University C], some of our programs are more cost-effective.</li> </ul>



	<p>Sometimes there's a perception that if you pay more for a certain institution, you're getting a better education.” ( Faculty member 36).</p>
Assistant Professor	<ul style="list-style-type: none"> <li>• “...credibility and authenticity get mired a little, right...So, it is like 70% authentic, sort of its authenticity, its credibility. It’s because its credibility is in question as we transitioned that I don’t think it does have the authenticity that it need to have.” ( Faculty member 39)</li> <li>• “... stand for in the future and what do we do well. And one of the reasons I’m sure ... because ... our legacy is in applied technical trades based disciplines, it’s a nice stepping stone”. ( Faculty member 39)</li> <li>• “But on the whole, I do feel that the university actually does match up to the image that we’re trying to project” ( Faculty member 3)</li> <li>• “The research emphasis of the brand is authentic in my mind” ( Faculty member 11).</li> <li>• “And they have a long-standing brand. And there is no question in my mind that there is a cache associated with being at [University A]...I think the brand is real. I do. When I look at my colleagues, I know they are among the best in the country. I think that’s true.” ( Faculty member 11)</li> <li>• “...seems to brand itself as a sort of diverse institution that prepares it students for sort of their place in a global environment. So I definitely see that in sort of the literature that’s being promoted, I don’t see it as much in any sort of practical efforts...they are all into this diversity idea and you know there is a lot of pressure to be diverse and of course [University B] is not as diverse as it could be and there is that.” ( Faculty member 23).</li> <li>• “student focused, student focused I think again [University C], I think -- in some ways it kind of -- it's a little hypocritical. I think they sometimes play up on their student focus....it is very clear that cutbacks and slashing of budgets is actually complete opposite to that message that they're trying to send about being student focused....in my opinion, being student focused</li> </ul>

	<p>would mean giving the proper resources for courses, so students could get the best possible academic experience instead of taking away resources that we as instructors may like to engage in order to ensure that they get the type of academic experience that instructors have been trained to give them” ( Faculty member 42).</p>
Associate Professor	<ul style="list-style-type: none"> <li>• “I guess I keep wondering what is branding for and if there is a gap between what the brand talks about and what I observe day-to-day, I wonder to myself which university are they speaking about?” ( Faculty member 17)</li> <li>• “...crap they do it all .... they’re all excellent or at least they all claim they are. How do we objectively figure out what excellent means”? ( Faculty member 17)</li> <li>• “I think it is becoming much harder for us to be authentic, simply because with size comes tremendous complexity” ( Faculty member 27)</li> <li>• “...Student-focussed, I think the answer is yes, particularly in the undergraduate level. I think part of that is just recognizing that there is a strong understanding at the University level that distinguishes it from my faculty level about the socialization being an important part of the [University B] experience. I think that is absolutely true and they do support that”. ( Faculty member 17)</li> <li>• “...we have credibility in more communities as a result of the kind things, the kind of history we’ve had, the kind of outreach we’ve have, the kind of community building we’ve engaged in, and that’s been paying off...very career focused”. ( Faculty member 40)</li> <li>• “...I think that from a graduate student perspective, that’s right. I mean graduate students are here to do, unless they are professional students, are here to do research....people want a research-intensive university or most of the schools want to, but I think it’s a bit disingenuous to suggest that you can be all things to all people. ” ( Faculty member 4)</li> <li>• “...if you’re going to sell on something, to prospective faculty, prospective students are the people who are going to invest in</li> </ul>

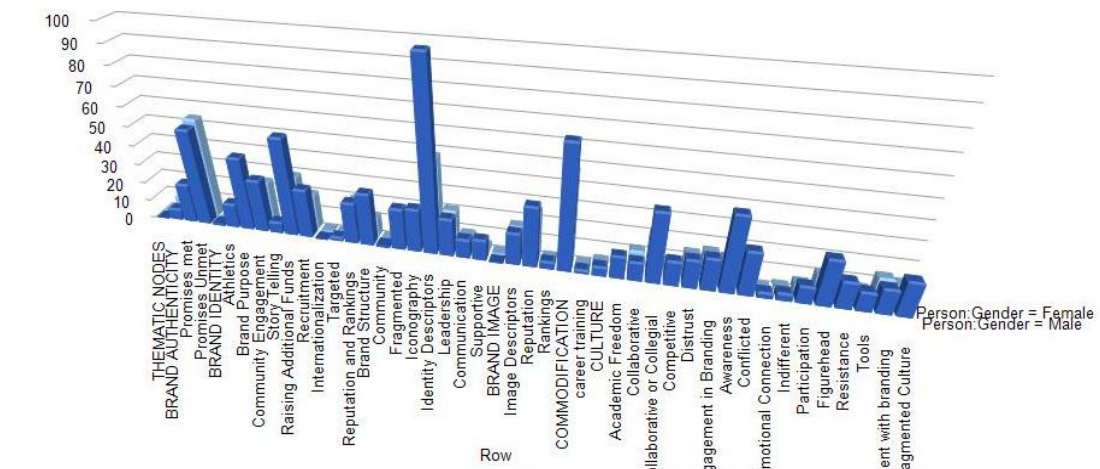
	<p>different ways; either in research funding or in philanthropy or whatever, you gotta stand out somehow. Standing out on excellence is not a bad way to go” ( Faculty member 7).</p> <ul style="list-style-type: none"> <li>• “..we have had – a number of years where we have had huge classes, to the extent where it’s you can’t get classrooms to fit everybody. You can’t run tutorials properly because or write exams, like do quizzes because people are so squeezed in, they can’t get seats or they don’t have room....I mean I think I don’t know what we are you know it’s we are not always doing what we are saying and what we are claiming as far as the teaching goes” ( Faculty member 24).</li> <li>• “Where I think it probably fails is giving students experience and contact with faculty early on and this is often put down to, you know, the large class problem...there’s some evidence to the truth to the branding, but there’s some element of just claim and it’s the hollow words”. ( Faculty member 17)</li> <li>• “...your brand is basically making a promise to a customer and your organization has to keep that promise, so when you make this brand statement, you have to be prepared to align every aspect of your operation around making sure that the customer gets the experience you’re promising them with your brand. And my sense is that most schools do not do that....I don’t think we’re as authentic as we used to be but I, you know, I don’t know that that’s really a fair comment just because of the size” ( Faculty member 19).</li> <li>• “...still doesn’t have the image of like a research-intensive university, what people think of us as an established university.” ( Faculty member 41)</li> <li>• “...you expect that your one-on-one interaction with your professors is a service interaction like at a mall. It is not a genuine -- it is not a model of the kind of one-on-one interaction that you are going to have with your Profs. It’s just an empty signifier for one-on-one interaction” ( Faculty member 33)</li> <li>• “...graduate students are here to do, unless they are professional students, are here to do research. From an undergraduate student, that’s less clear in a certain sense...for the</li> </ul>
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	<p>average under-graduate, I don't know how much they get out of the fact that this is a prestigious research university" ( Faculty member 4).</p> <ul style="list-style-type: none"> <li>• "I guess what I worry about is spending so much time talking about how excellent we are and how to preserve the veneer without worrying about what we're doing and I've seen...we're pitching ourselves as this international class, a university that's almost private in all but the funding mechanisms and then we look like, sort of, an underfunded community college in some other ways." ( Faculty member 7)</li> </ul>
Full Professor	<ul style="list-style-type: none"> <li>• "...find this hilarious, that the three women in engineering, honestly there's hardly any women in engineering and that is such a lie to me that I find it actually kind of offensive, like it bothers me, when I see this it bothers me. So disingenuous...Trying to attract women, so they're trying to show ... look we've got women, but they happen to be the entire class of women," ( Faculty member 25).</li> <li>• "you probably find people more dedicated to our brand or goal here than you would at many schools here because it's a smaller school away from the big cities where we have like a competitive disadvantage or and have to fight harder to make our niche in the world" ( Faculty member 20)</li> <li>• "International recognition, quality of faculty, quality of students, library resources third in North America, quality of laboratories, the tradition of research, all of this is real and true" ( Faculty member 13).</li> <li>• "...People would probably think of it as kind of white and kind of non-diverse even though [University B] is trying to foster this image of diversity, and my department is very diverse, more diverse than the Canadian population, but I don't think [University B] as a whole is". ( Faculty member 25)</li> <li>• "...the problem I have with it is seeing a way of thinking about the University which is not grounded in what seems to me the defensible virtue or values. It's an institution which is paid for by the public, paid for by society and those of us in it should be allowed and be free to do what we should be doing which is</li> </ul>

	<p>reflecting, thinking, creating uniformity of understanding and learn the actual science, making new discoveries and new objects and teaching students to think actually. That's the most fundamental thing I think.... But it's just not happening" ( Faculty member 18).</p> <ul style="list-style-type: none"> <li>• "I just will not get in into the entertaining business...I mean do we fulfill the promises? I don't think any university fulfills its promises...That's going to be a crap shoot for every individual who comes here. Some students are going to tell you it is. Some students are going to tell you, it isn't. Some students say, yes, this program is great. Others say, you know, I really hate my professors." ( Faculty member 31)</li> <li>• "...What do we do to promote leadership more than other places? I would have a hard time justifying...kind of statement that everyone would like to say but...And that's something that we won't really be able to evaluate until later when students now have come out to be leaders of their companies or their organizations or..." ( Faculty member 34)</li> <li>• "the university is trying to convey is that we are the biggest and the best. I think what they do convey is big and it can be for some, impersonal". ( Faculty member 6)</li> <li>• "problem is with a multi-university like this, and one this size is that you really cannot generalize. There are weak spots in the school and to simply say we are all universally excellent is simply wrong. To simply say that we will compensate for the fact that my first year history class is 500 students, we'll compensate by offering you a first year seminar, well is that a compensation and are we being honest when we say it's a compensation. Because it's not really, it's another experience, a different kind of experience. But it doesn't compensate if you don't like large classes." ( Faculty member 13)</li> <li>• "...you need to separate the graduate brand from the undergraduate brand. We're not, we don't particularly have a good reputation, I don't think, as an undergraduate teaching institution" ( Faculty member 1).</li> <li>• "the experience that people get in health sciences ... or the</li> </ul>
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	experience they get in industrial engineering; it's like they're different planets. The impressions people get are so different in different departments ( Faculty member 1).
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### 11.5.2.3 Attribute Faculty Member Gender



**Figure 11.5.5: Number of coding references by Faculty Gender attributes of MALE and FEMALE**

#### 11.5.2.3.1 Findings

##### Need for branding activities

Themes	
MALE	<ul style="list-style-type: none"> <li>“I think when we as a Business School move toward seeing students as customers rather than as aspirants to a degree whose value is our primary purpose to preserve then I think what we’re prepared to do is make concessions that we wouldn’t do otherwise. I think that we haven’t got the courage of our convictions to say no and that’s not good enough” (Faculty member 17)</li> <li>“I have mixed emotions about branding exercises because I value the concept of a university as a public service. And I very much see that what I do is in that role, in the service of the public good. And so you know branding just seems very much more like a kind of profit driven sort of activity so they always seem like a bit of an awkward fits to me in a certain respect but at the same time I acknowledge that that seems to be inevitable bind universities are being put in by funding changes and that kind of things...some parts of society should be public and insulated from profit driven pressures and I have some worries about universities being remade in a private corporation model and so I have concerns about that. On the other hand I</li> </ul>

	<p>suspect that without this kind of external source of funding, the university could potentially be in some financial difficulty.” (Faculty member 27)</p> <ul style="list-style-type: none"> <li>• “it’s a bit of a necessity I guess at this point I mean if the money isn’t going to come from government and we are going to attract the best and the brightest to our institution then we have to somehow convince people that we are doing good things”. (Faculty member 21)</li> <li>• “it should be a place where people learn to become intellectuals from our students; they learn to become intellectuals. That is to say they learn to be immersed in a particular discipline, or a particular area, develop confidence in that, have dialogues about that area and that’s not the image, again, that’s presented about teaching these days.... I believe we have a tremendous obligation and I think we’re very lucky to be able to teach and you know, to do research and to convey knowledge. I think that’s a great privilege actually but that privilege is one which has to be defended and has to be enacted and there are many ways in which we are losing control of that...I would say that there’s definitely been the affectization of credentials where what matters is the credential, not really its content....and it leads to franchization of phony objective evaluations and things” (Faculty member 18).</li> <li>• “We’re not interested in the curiosity-driven research. And sometimes, I hate to put it this way but, it can kind of dumb down the research a little bit in that it’s so focused on industry” (Faculty member 34).</li> <li>• “I think it’s necessary in today’s market, but I think that you get distortion as you do with any advertising, and I think in the end, it’s a disservice to the students” (UC).</li> <li>• “I think the very framework of thinking a bit of branding is -- is profoundly corrupt... historically, the -- the brand of universities was, was to be the brokers of tradition and innovation and knowledge and... the shift isn’t that we now do branding, the shift is that, that we are rejecting the idea of tradition and ritual...we are rejecting our roles as stewards of culture.” (Faculty member 33).</li> <li>• “it’s a kind of command economy attitude towards universities saying that in this 5 year plan, we’re going to need 46 engineers so we</li> </ul>
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	<p>produce 46 engineers. ...A university is just that – a universitase – it's a corporation, it's a self-governing corporation of the faculty but now we're bringing in professional managers, we've got metrics that are demanded by the provincial government and others that essentially require us to use accounting models and to project models on our students, that's almost impossible, so how do we measure student success" (Faculty member 13).</p>
FEMALE	<ul style="list-style-type: none"> <li>• "I worry that it takes away from the primary mission of the university. So to me, the primary mission is scholarship and education, but you know I have a hard time articulating why I think it takes it away. I think it's because – I'm worried that the branding ties closely with marketing which then goes into commercialization and therefore as soon as research is driven by commercial need it is not necessarily in the best interest of the research community...so I think in the short term you keep the university alive, but what university? Like what university do you pass on to future so called "scholars?" (Faculty member 39).</li> <li>• "the idea that you could have private sponsors come in and control or shape academic freedom, is probably my main reservation...having somebody come in and dictate to you, what you can discuss, what you can teach, how you're going to promulgate the information, I think actually cuts into the concept of critical thinking, the ability to criticize and to open discourse about things that could be considered controversial. If you're asking what my main reservation would be, it would be academic freedom." (Faculty member 26).</li> <li>• "branding is taking on a particular form - I think particularly with rising tuition rate, the idea that what are we - you know selling discrete units of education, right both to the public and to the students, right. So in other words here the practical effects of education and here is what we produce you know sort of almost the tangible effects of education on society...So if you are trying to package the university as discrete units and then sell those discrete units as commodities I think that is a mistake because it leads to the fragmentation of the university experience...there needs to be marketing I think there is no doubt or and/or branding because ... I think the public tolerance for spending money on education is reaching a threshold... And they</li> </ul>

	<p>want justification...I guess that's my ambivalent answer, right," (Faculty member 25).</p> <ul style="list-style-type: none"> <li>• "...So, if what you're doing is trying to bring into existence a new product to sell to the public and the only way that product is really going to survive in terms of research is to engage with external financial arrangements, then you've got to sell yourself in terms of what the external financial arrangements are going to respond to" (Faculty member 31).</li> <li>• "...if we're going to stay competitive, we have to do some of this branding and I think it's misplaced or in my view anyway, to believe that there is any real difficulty with it...it might be a necessary evil because if we, without a benefactor who is this gracious and so on as he was, we wouldn't have this location, we wouldn't have this infrastructure, we wouldn't have the budget that we do." (Faculty member 39)</li> <li>• "...we accept as inevitable because we think well the government isn't giving us money, so where are we going to get, you know money from... There are very few private companies out there that give their money away for purely altruistic reasons, even if it is how should we say associated with education. No, they are going to want something out of that and who wouldn't...So for me, I'm very ambivalent about it, but again it's kind of this creeping thing that we really can't say no to anymore... So I know this may be really traditional, but I think there is something a little secret still about University spaces being free of having to -- how should we say, say good things or be critical of private enterprises." (Faculty member 42).</li> <li>• "I think what's going on is, at the same time as these cutbacks are coming in, people are making etiological judgments about what is valuable and increasingly because I think a lot of people find it very hard to imagine what a historian does, what a sociologist may do as supposed to an engineer who builds and designs stuff". (Faculty member 42)</li> <li>• "I'm very positive on notions on branding. I'm looking forward to future opportunities in terms of acquiring funds to school itself. " (Faculty member 35)</li> </ul>
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## Purpose of branding

Themes	
MALE	<ul style="list-style-type: none"> <li>• “if a university is going to be successful they’d better brand. It’s a service that we’re offering and you know the students have a lot of choice, right?... I mean the competition is fierce for students; the top students. It’s, if you want to fill your class with the average or below average, not an issue. Everybody wants to go to the top tier institutions. We want the selection, the ability to select the best and the best is defined in a lot of different ways...It’s also to attract faculty because...as a faculty member, I want to be in a classroom where there’s talent sitting in the classroom, where I’m challenged as much as the students are challenged.” (Faculty member 17)</li> <li>• “what’s changed is that the branding now is much more about getting money rolling in and what not whereas before I think it was more about the students that we want a brand so a certain type of student comes to us” (Faculty member 30).</li> <li>• “One is, there is competition for students. And the [University A] doesn’t have to worry. We turn down, we’re a highly selective school, we turn down far more applicants than we accept. But which applicants; are we in fact getting the right kind of mix? The kind of mix in everything from background to ethnicity to gender to all those other things that provide a great university and that also breaks away from the health and science divisions being dominated by Orientals and the rest dominated by graduates of Upper Canada College” (Faculty member 13)</li> <li>• “So what I think what universities, especially large universities like this have done is that there is not a single brand any more. They are now segments. They are in fact clearly targeted markets that are being targeted in different ways by professionals in order to achieve what the university has defined as the ideal student mix; national, international, out-of-province, Ontario students, direct-entry, older students, trying to get more women in Engineering and more men in Humanities. Trying to get more non-Asians in Pharmacy and trying to get recent immigrants out of the instrumental professional faculties into more broadly based subjects. So this is what I think is going on – this is my perception” (Faculty member 13).</li> </ul>

	<ul style="list-style-type: none"> <li>• “directed at two audiences – one is the donor and the alumni and the corporate audience, I suppose, the audience with money. And part of it is directed at students, as a Grad Coordinator, I want to attract as many applications from the best students as I can” (Faculty member 4)</li> <li>• “I suppose it's a bit of a necessity I guess at this point I mean if the money isn't going to come from government and we are going to attract the best and the brightest to our institution then we have to somehow convince people that we are doing good things” (Faculty member 21).</li> <li>• “That we can get money to name a building or somebody just gave us X amount money to start a new centre or to give us enough money to support a centre. So that means you've got to have something those people want to buy or want to buy into...So I think that has been one of the driving forces to push it further, yeah. I think it's been about bringing in external money. It's also I think been to some big degree about a shift that took place around ranking of universities.” (Faculty member 30)</li> <li>• “there's branding for say fundraising purposes....but in terms of who we are associating ourselves with. Who we allow to put a name on a building which is going to stand hopefully for a long, long time, and hopefully that at some time years later you find things out. There is always that risk, but I think all you can do is your due diligence and hopefully you do broad enough consolation within the designated faculty”( Faculty member 40)</li> <li>• “the reality is that we need that money. The reality is that we need to appreciate that there is almost no philanthropists these days that are willing to sign over money with no strings attached.” (Faculty member 7)</li> </ul>
FEMALE	<ul style="list-style-type: none"> <li>• “branded itself based on, I think, probably two things: the students that they attracted and what students would say about the university and the perception of the university based on the students and the draw, and then the faculty” (Faculty member 29).</li> <li>• “what is unique about a particular program in a particular university that would distinguish this program from others” (Faculty member 32)</li> <li>• “making sure that somehow your reputation is connected to all of</li> </ul>

	<p>those images and I think it's very important." (Faculty member 3)</p> <ul style="list-style-type: none"> <li>• "still in an industry which is the education industry, and you have to be perceived by external audiences favourably for them to contribute to your mission and the contribution can come from in the form of students who come and learn in the institution, it can come in for funding as you mentioned earlier. So I consider it a necessity and actually at some level, even an informative exercise potentially because if you are able to communicate what you do in a compelling way" (Faculty member 11)</li> <li>• "what's going on around the campus in terms of buildings, not so much that they're architecturally great, but that they start bringing [University C] together as a campus...There's a greater sense of community that we are a city college within the city that were accessible and open to students." (Faculty member 36).</li> <li>• "able to communicate what you do in a compelling way, maybe you even bring some value to these stakeholders outside who may not know exactly what you do" (UA).</li> <li>• "...have some reservations myself even though I understand the benefits and I understand that we need to have some sort of differentiation, otherwise we're going to die" (Faculty member 26).</li> <li>• "...it's necessary for attracting students. It probably has certainly a role in funding as well...." (Faculty member 23)</li> <li>• "...the capability to attract big-name researchers and people who are doing leading work in their field. I think the brand, as I said, carries that cache and you know, again, if I can use the example of a school that doesn't have the same profile, it's harder to keep those high-profile faculty so the high profile school goes hand-in-hand with the ability to attract the high profile faculty and ergo, the best and the brightest students" (Faculty member 5).</li> <li>• "I think it is essential and we know universities are highly competitive, not just for students but for faculty as well. (Faculty member 29)</li> </ul>
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## Organizational culture

Themes	
MALE	<ul style="list-style-type: none"> <li>• “It’s more indifferent in the sense that, I mean, I think we so seldom see each other....first thing to note is that in any university where you have got multiple faculties, there is no...if there’s a common culture, it’s fairly bland. Sorry, I shouldn’t say that; bland is the wrong word. You’re going to have multiple cultures, let’s put it that way” (Faculty member 17).</li> <li>• “really is a great place to work. I work in a lovely department but having said that, that’s the view from the inside” (Faculty member 4).</li> <li>• “I mean the other part is I think just the way sort of the academic world it’s just fragmented in terms of like what we study like everybody’s study is such a tiny little sliver of knowledge that you tend to just look for other people similar little slivers” (Faculty member 24)</li> <li>• “If you’re a student at [University B], you will actually...you know, a Professor might know you by your name as opposed to some of the larger factory institutions where you’re a number” (Faculty member 17).</li> <li>• “I think that does seem and even on campus I feel like it does permeate all of the faculties .... everybody is really united...[University B] really does seem to have like this collective spirit...classes are small and you meet your profs and you feel like you are part of the smaller university ...I would say it’s collegial, I would say there is but it’s also competitive. (Faculty member 21)</li> <li>• “It is most definitely collegial. I believe that we all try to get along”. (Faculty member 19)</li> <li>• “it’s not a hierarchical culture whatsoever; it is a culture of colleagues and when I say that, it’s that students there are treated as colleagues, and that’s the thing that students have always talked about. We can go talk to faculty anytime” (Faculty member 14).</li> <li>• “this is one of the most collegial departments I’ve had the pleasure to work in there had been and I know this is the only place I’ve really had a major career, but I find it less competitive...if I had to say why that comes from the roots of not having a really strong research</li> </ul>

	<p>culture....We share, we collaborate.” (Faculty member 40).</p> <ul style="list-style-type: none"> <li>• “I think it’s a very collegial, extremely collegial. I think it’s very supportive...not that we always agree, but we disagree very respectably and that’s for sure.” (Faculty member 40)</li> <li>• “think that the idea of collegiality there's no coffee culture anymore because we're not here and because of academic freedom we don't have to be here” (Faculty member 38).</li> <li>• “the faculty of arts is not quite in a place yet where people are fighting to maintain turf and -- and that has to come at the expense of others, but we are right on the cusp of -- of the growth ending and it becoming a turf war. I can see it” (Faculty member 33).</li> <li>• “....The worst ones actually are the Assistant Professors who are on tenure track who are very conscious of status differentials and pretty much want to level up to join the adult table and for some reason, they feel it very, very important for them to have people who are below them in the hierarchy” (Faculty member 17)</li> <li>• “we have been under a kind of constraint of ever tighter resources over the last few years especially since 2008. So we had like 3 years straight of budget cuts and hiring freezes and people retiring and not being replaced and I have noticed that in that time period roughly since 2008, here and in other departments more conflict has been brought to my attention” (Faculty member 21).</li> <li>• “it's definitely competitive. I think that's for sure true and when it comes to research and departments are competitive here maybe within the faculty for students to get the best students” (Faculty member 21).</li> <li>• “...here the culture is a very good dean who fosters a very good sense of community and we do feel a sense of pulling together, and fighting the administration for every penny we can get from” (Faculty member 20).</li> <li>• “...whom do we appoint; whom do we tenure? And whom do we promote and on what basis? The situation is improving. [University A] is a research-intensive school and you cannot be appointed here except in very strange places, you cannot be appointed here; you cannot be tenured here without doing research – full stop...Oh, it's very committed to academic freedom. I think it's competitive, very</li> </ul>
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	<p>competitive; it's less collegial than it was 30 years ago when I started, much more so and there are lots of reasons for that. I think there's more pressure put on junior faculty than ever before. So it is competitive, less collegial" (Faculty member 13).</p> <ul style="list-style-type: none"> <li>• "...very, very competitive place. Faculty are very competitive with each other as well as with other institutions and I'm not sure, I mean, I guess as a relatively young academic mid-career I guess, I'm still grappling with whether you have to let people be rapacious, you know, attention-seeking, you know sort of yeah, whether you have to encourage that in order to see excellence in research" (Faculty member 7).</li> <li>• "it's important that faculty be, that administration disclose potential agreements. But there's a lot of efforts, I think, to obscure what exactly is going on and so we don't really get all the information and they don't want the faculty to know because it would be a huge uproar...unfortunately there's a lot of distrust and so in some ways, the water has been poisoned for some people, but I guess you'd expect that with any complex institution like ours (Faculty member 9)</li> <li>• "there was a rather acrimonious negotiation because of the cessation of the old collective agreement between the faculty and the university and the new one was being bargained. And it was rather I think for sort of historically by [University B] standards a pretty acrimonious negotiation" (Faculty member 27).</li> </ul>
FEMALE	<ul style="list-style-type: none"> <li>• "Consensus style decision making is wonderful, but it can take years and I think that it's difficult for those who were purely in administration especially at the administration to understand how it is that faculty members don't want to fully engage in these processes a hundred percent of their time. It's because it's a tremendous pain in the butt and it doesn't actually drive towards the things that are supposed to make us successful where, the reward systems are not commensurate with what behaviors they want to broaden" (Faculty member 26).</li> <li>• "I think the culture at [University C] is a bit a fractured...I get that same feeling when I go over to [Continuing Education]. So I feel they're very student-focused, very responsive. I feel there are certain areas of study within [The Business School] that are student-focused.</li> </ul>



	<p>And I feel there are other areas that are not student-focused. So if I were to think about the culture of the university, I think that I just see it as fracture. I don't see a consistent culture throughout [University C].” (Faculty member 36).</p> <ul style="list-style-type: none"> <li>• “We are all together; we do do a lot of collaboration. We all, even in curriculum level things, things are decided in all departments together, not just one department operating independently so we are actually one, you know many parts and many arms of one big unit” (Faculty member 3).</li> <li>• “there have been periods of great adversity. Sort of, faculty member kind of brought on administratively, but on the other hand, probably most of it works reasonably collegially” (Faculty member 26).</li> <li>• “At the moment and from my experience here, I would opt for collegial more than competitive. I think the notion of having to be competitive is one that would be more oriented towards the way in which - the benchmarks you have to go to for university promotion” (Faculty member 31).</li> <li>• “...It's less collegial. Others seems to be more of a divide between the administration and the students and more of a divide between a full-time instructors and sessional instructors” (Faculty member 36)</li> <li>• “...faculty members are competing for merit, for tenure based on system that is not clearly defined for them and I would say that's because administration hasn't decided exactly what is it is that they want to be as an institution” (Faculty member 35)</li> <li>• “...part of the trouble is that at [University A], you get your money by how many bodies that you attract. So there is zero incentive to work together and so if we take, if I have a course, we have students from all over wanting to take our courses, we get zero revenue for that. It's pure cost with no flowback, no payback. (Faculty member 6)</li> <li>• “[University A] is probably a much more competitive environment from a faculty point of view. So the competition factor is quite obvious...it's a bit of a dog-eat-dog...It's very competitive, you know? So you want to be one of the favoured, you know, you are in line to become Associate Dean or you know, Director of the Graduate program or Associate Director of Research; those are plum jobs, those are plum positions. And there's a lot of competition amongst senior faculty for</li> </ul>
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	<p>those roles” (Faculty member 5).</p> <ul style="list-style-type: none"> <li>• “So let’s say our collective agreement, again I don’t remember the numbers, but let’s say at that time said, for this year you’ll get a blank percent increase, the next year it will be Y, the following year it will be Z. And he was trying to get the faculty to vote to just freeze it. So essentially roll back the agreed upon collective agreement numbers and that created a lot of tension, I think. I think that it’s blown over, but I don’t know, for some people if they feel distrust” (Faculty member 25)</li> <li>• “I think it’s a mix, and changes over time and so sometimes the feeling is bad...For example when we are in labor negotiations and so on, when there are a lot of cutbacks, people were not happy and so it became a real administration- faculty divide. And so people has lot of distrust of the administration.” (Faculty member 22).</li> <li>• “It would be my observation that, for example, no one would ask me about the branding because I'm sessional instructor. I wouldn't be involved in certain discussions about the positioning of the department because I'm a sessional instructor. I may not be privy to certain pieces of information because I'm a sessional instructor....there was a Christmas party for full-time staff and sessional staff were not included and because the full-time staff couldn't make the first Christmas party, there was also second Christmas party to accommodate them to which sessional staff were also not invited. Although we're on the email distribution list so we knew about it. So I think there's a very distinct demarcation” (Faculty member 36).</li> </ul>
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### Leadership

Themes	
MALE	<ul style="list-style-type: none"> <li>• “...our Principal.... I think is trying to you know sort of I think he is definitely trying to interact with people more than some of the previous principals and I don’t always agree with kind of his vision of things, but I think he is trying to make an attempt to do that. I know Allen Harrison who is the provost is, I think he is making sort of an attempt to try to have more sort of open forums and town hall</li> </ul>

	<p>meetings about budgeting and things like that. You know our dean came to our department, and she comes pretty regularly you know once or twice a year” (Faculty member 24)</p> <ul style="list-style-type: none"> <li>• “personally feel supported in my efforts but not because of Central Admin, but because of my Dean. My Dean is, I think, and in fact, with the exception of one of our Deans in my time at [University B], they have all been what I would call servant leaders. They get us the resources and then they get out of our way” (Faculty member 19).</li> <li>• “...Unfocussed, well I think basically, it’s engaged in wishful thinking really because there’s always talk about, there’s a lot of talk about innovation and stuff, but the resources made available...? So I’m...we’ve had some...I wouldn’t say that the University Administration has always been terrible. But I think this is a very bad administration, one of the worst. It’s clumsy, it’s coercive, it’s authoritarian” (Faculty member 18).</li> <li>• “...the principal is in well over his head and as a consequence he is focusing on the pieces of the action rather than the whole action”. (Faculty member 18)</li> <li>• “...I think it’s been very much driven by leadership in my view and many others, [University C] had very weak leadership until [Current President]....came with a lot of vision, high energy and was able to get people on board to a lot of that vision very quickly. So I think leadership has been hugely important in that. (Faculty member 30).</li> <li>• “...he [University President] has done an incredible job, very good job in terms of pushing the university into the forefront. I mean urban. We’re seen as urban. We’re right in the middle of the city, or the building and there what’s happening I think it’s phenomenal and to the growth of the students as well” (Faculty member 38).</li> <li>• “like [University President] would write and I think he really covers, every time he talks, he goes over the positive things the university is doing and he really focusses on innovation, creativity, being leaders and I think he’s trying to hit those talking points and I guess that’s part of the branding. He’s like a major brand messenger. So I can see that. And somebody that I think does a good job and I have seen him in the media interviewed; he makes himself available. He’s been out there a lot so I think in some ways he’s a good messenger for the</li> </ul>
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	<p>brand” (Faculty member 9).</p> <ul style="list-style-type: none"> <li>• “[University President] was talking to a Chamber of Commerce .... I think he does a very fine job of positioning, or trying to position [University A] within Toronto and within the Province” (Faculty member 2)</li> <li>• “I think we’ve been pretty lucky with our presidents in terms of them understanding the need for a strong business school but it’s not always the case. I mean, you do know some situations where the president comes from, I don’t know, the Faculty of Philosophy or something like that, and basically they look down their noses at business schools and don’t realize just how useful business schools are in the big picture of things, to help with fund raising, all sorts of other things” (Faculty member 2)</li> <li>• “I spend more time with the Chair of this Department than most Profs would. But she is also very good at announcing this kind of stuff at Faculty Meetings and stuff like that. But it’s a few minutes once a month that we kind of hear about stuff like that... I have a lot of respect for what she’s done in 5 or 6 years as regards branding and whatnot. I can’t think of anything I don’t like. And to be honest with you, she’s a very accessible person so if I felt strongly about something, it’s the kind of place that I think you could respectfully, you could go to her or somebody at the Faculty level and mention it.” (Faculty member 4).</li> <li>• “I’ve been aware since coming on board, [University A], some of these initiatives that he and his executive team have been trying to bring about; for instance, trying to raise the quality and attention to teach of and attention to teaching” (Faculty member 7)</li> </ul>
FEMALE	<ul style="list-style-type: none"> <li>• “They’re not collaborative processes. It’s not about integrating the faculty into what’s going to be happening. It’s a decision from the top and that’s it”. (Faculty member 26)</li> <li>• “...I actually describe my relationship with the University as benign neglect. Really, they leave me alone. They’re not that interested in what we do. They don’t really care, I always get the feeling” (Faculty member 16).</li> <li>• “...I can tell them honestly, that I think they are missing the point about their brand, I really do. I think that what the brand is according</li> </ul>

	<p>to the students and according to the faculty and according to alumni for some reason is being abandoned by the management in favor of a very different model” (Faculty member 23)</p> <ul style="list-style-type: none"> <li>• “I think we have great leadership in [University President]... He's accessible. He's the same with administrative staff as he is with academic. It doesn't matter what level you're at and he's the kind of guy who will amble up – I saw this, students raising money with a big sale for an event and he ambles up and they don't know, they don't recognize him. And he says, what are you doing? He buys a cupcake and then he says, oh, you should go over to the President's office. Maybe they could contribute a \$100 to you.” (Faculty member 36).</li> <li>• “...I don't think they [administration] think about the end product. I don't think they think about students sitting in class of a 150, with no TA, you know a professor who is responsible for grading most of their work. I don't think they think about that” (Faculty member 42).</li> <li>• “...without him, our university would not be where it's at today. I think he has definitely taken the initiative and in all sides the leader and he is really pushing us forward in promoting our school through acquisition of various buildings, trying to obtain funds and sponsors or different branding initiatives to promote the university. I think without him, we wouldn't be where we are at”. (Faculty member 35)</li> <li>• “I don't think there is necessarily has been any clear communication to say this is our brand...Of course, the problem with that is that if you ask 100 professors what do you think about this, you're going to get 100 different comments and of course, in the end, you're not going to be able to make everyone happy. So of course, you're potentially setting yourself up to make everybody unhappy. On the other hand, you know, speaking from my understanding of most professors and my colleagues is that they don't really care” (Faculty member 6).</li> <li>• “when [Business Dean] arrived, what is it now, 12 years ago or something like that, I wasn't here yet, but my understanding was that the [Business School] brand was not nearly as developed and recognized as it is now for sure” (Faculty member 11 ).</li> <li>• “[University President] has his own brand. So there's a certain cache that goes with that. And I think [the University President] is a</li> </ul>
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	very...he's a brilliant man but he communicates very well on behalf of the University. He conveys a very good message. He basically, I think, he exemplifies what the University espouses to be" (Faculty member 5).
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### Brand authenticity

Themes	
MALE	<ul style="list-style-type: none"> <li>• "I guess I keep wondering what is branding for and if there is a gap between what the brand talks about and what I observe day-to-day, I wonder to myself which university are they speaking about? Where I work it's different. I would love to work at this branded place. I wonder where it is" (Faculty member 17).</li> <li>• "I think it is becoming much harder for us to be authentic, simply because with size comes tremendous complexity" (Faculty member 19).</li> <li>• "Student-focussed, I think the answer is yes, particularly in the undergraduate level. I think part of that is just recognizing that there is a strong understanding at the University level that distinguishes it from my faculty level about the socialization being an important part of the [University B] experience. I think that is absolutely true and they do support that" (Faculty member 17).</li> <li>• "we have credibility in more communities as a result of the kind things, the kind of history we've had, the kind of outreach we've have, the kind of community building we've engaged in, and that's been paying off...career focused ... we have unique programs for example fashion, interior design, midwifery we have, those are very career focused." (Faculty member 40).</li> <li>• "I think that from a graduate student perspective, that's right. I mean graduate students are here to do, unless they are professional students, are here to do research....people want a research-intensive university or most of the schools want to, but I think it's a bit disingenuous to suggest that you can be all things to all people...Those priorities being largely research" (Faculty member 4).</li> <li>• "if you're going to sell on something, to prospective faculty, prospective students are the people who are going to invest in</li> </ul>

	<p>different ways; either in research funding or in philanthropy or whatever, you gotta stand out somehow. Standing out on excellence is not a bad way to go.” (Faculty member 7)</p> <ul style="list-style-type: none"> <li>• “Where I think it probably fails is giving students experience and contact with faculty early on and this is often put down to, you know, the large class problem”. (Faculty member 17)</li> <li>• “your brand is basically making a promise to a customer and your organization has to keep that promise, so when you make this brand statement, you have to be prepared to align every aspect of your operation around making sure that the customer gets the experience you’re promising them with your brand. And my sense is that most schools do not do that...I don’t think we’re as authentic as we used to be but I, you know, I don’t know that that’s really a fair comment just because of the size.” (Faculty member 19).</li> <li>• “I think that [University B] has been engaged in a con game for a long time about its position and you know the... Harper’s ranking of universities. That, I mean, [University B] has gotten away with that for a long time excited by its reputation and I think it’s had an inflated assessment actually” (Faculty member 18).</li> <li>• “It still doesn’t have the image of like a research-intensive university, what people think of us as an established university. I think that it still has that reminisce, that stigma of [University C] you know” (Faculty member 41)</li> <li>• “You expect that your one-on-one interaction with your professors is a service interaction like at a mall. It is not a genuine -- it is not a model of the kind of one-on-one interaction that you are going to have with your Profs. It’s just an empty signifier for one-on-one interaction” (Faculty member 33).</li> <li>• “The problem is with a multi-university like this, and one this size is that you really cannot generalize. There are weak spots in the school and to simply say we are all universally excellent is simply wrong. To simply say that we will compensate for the fact that my first year history class is 500 students, we’ll compensate by offering you a first year seminar, well is that a compensation and are we being honest when we say it’s a compensation. Because it’s not really, it’s another experience, a different kind of experience. But it doesn’t compensate</li> </ul>
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	<p>if you don't like large classes" (Faculty member 13).</p> <ul style="list-style-type: none"> <li>• "...but I also tell them you might want to...we bring in more graduate students that there are jobs for; and that's an issue. You really need to make sure you think about these things and so, but I think that maybe looks us better and they think, well they're really honest, authentic" (Faculty member 9)</li> <li>• "The prestige comes from the research and the research engine, the fuel can't be injected, or the energy isn't stoked unless you have graduate students doing a lot of that work so I think, yeah, that graduate students are part of the working of the machine and they also help teach the undergraduates too, teaching assistantships, instruction and that. I think it's a lot of lip service about undergraduate excellence in education but when the rubber meets the road, I don't think there's necessarily a lot of stakes there for the quality of the university" (Faculty member 10).</li> <li>• "...as being a kind of a research University. Many people would say, well, not a bad place to go for your Masters degree, I wouldn't want to go there as an undergraduate because you've got big classes and all the rest," (Faculty member 2)</li> <li>• "I worry about is spending so much time talking about how excellent we are and how to preserve the veneer without worrying about what we're doing... it doesn't make me entirely comfortable, I guess, especially when you can see stuff. Like we've had situations where, you know, in an undergrad class, I haven't got enough seats for the students or have taught in classes without internet access or you know, like crazy stuff like this. Like enough of talking the world-class, like is this bait and switch.". (Faculty member 7).</li> </ul>
FEMALE	<ul style="list-style-type: none"> <li>• "...find this hilarious, that the three women in engineering, honestly there's hardly any women in engineering and that is such a lie to me that I find it actually kind of offensive, like it bothers me, when I see this it bothers me. So disingenuous" (Faculty member 25).</li> <li>• "...credibility and authenticity get mired a little, right? I feel as though [University A] brand is a lot more established and therefore can command a lot more authenticity and authority.... I'll say I feel as though if this is like a grade out of a hundred I'm going to give it 70...So, it is like 70% authentic, sort of its authenticity, its credibility.</li> </ul>



	<p>It because its credibility is in question as we transitioned that I don't think it does have the authenticity that it need to have." (Faculty member 39)</p> <ul style="list-style-type: none"> <li>• "with respect to research-intensive, again, if you were to ask students about that, some may care very much about that, if they're wanting to pursue an academic career, if they're going into an industry where the reputation of faculty is important, if they're interested in things that are policy or industry-focused, that may be important to them...But for some of them, although that's a mandate of the university very strongly, I'm not quite sure for many students, that with undergraduate students that that might necessarily be on their radar nor would it be important to them in choosing university and in fact, they may feel that that detracts from their experience as students. They may, in fact, many may feel that the research-intensive and the student-focused may, in fact, almost be contradictory goals of the university" (Faculty member 36).</li> <li>• "I do feel that the university actually does match up to the image that we're trying to project" (Faculty member 3)</li> <li>• "the research emphasis of the brand is authentic in my mind" (Faculty member 11).</li> <li>• "I think the brand is real. I do. When I look at my colleagues, I know they are among the best in the country. I think that's true" (Faculty member 5).</li> <li>• "People would probably think of it as kind of white and kind of non-diverse even though [University B] is trying to foster this image of diversity, and my department is very diverse, more diverse than the Canadian population, but I don't think [University B] as a whole is" (Faculty member 25).</li> <li>• "There is a perception that all of our students are from wealthy families ... a sense of generalization of the student body. I'm uncomfortable with it because I don't believe that it's true" (Faculty member 26).</li> <li>• "[University B] engaging the world model which seems to brand itself as a sort of diverse institution that prepares it students for sort of their place in a global environment. So I definitely see that in sort of the literature that's being promoted, I don't see it as much in any sort of</li> </ul>
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	<p>practical efforts” (Faculty member 23).</p> <ul style="list-style-type: none"> <li>• “they are all into this diversity idea and you know there is a lot of pressure to be diverse and of course [University B] is not as diverse as it could be” (Faculty member 23).</li> <li>• “I just will not get in into the entertaining business...I mean do we fulfill the promises? I don't think any university fulfills its promises...I think all universities will make promises reflecting goals they would like to achieve, right...But nobody can predict the funding that's coming...so I guess, my -- to a certain extent, I'd be inclined to say, it's somewhat inauthentic because it suggests that you can do this....That's going to be a crap shoot for every individual who comes here. Some students are going to tell you it is. Some students are going to tell you, it isn't. Some students say, yes, this program is great. Others say, you know, I really hate my professors.” (Faculty member 31).</li> <li>• “I think there's a bit of a perception generally that you're coming to [University C] because perhaps you couldn't get in anywhere else or you couldn't afford to go anywhere else. I don't think that's necessarily true...I think one of the challenges for [University C], some of our programs are more cost-effective. Sometimes there's a perception that if you pay more for a certain institution, you're getting a better education.” (Faculty member 36)</li> <li>• “student focused, student focused I think again [University C], I think - in some ways it kind of -- it's a little hypocritical. I think they sometimes play up on their student focus. But they are actually still riding the coattails of its original....it is very clear that cutbacks and slashing of budgets is actually complete opposite to that message that they're trying to send about being student focused...in my opinion, being student focused would mean giving the proper resources for courses, so students could get the best possible academic experience instead of taking away resources that we as instructors may like to engage in order to ensure that they get the type of academic experience that instructors have been trained to give them” (Faculty member 42).</li> <li>• “the university is trying to convey is that we are the biggest and the best. I think what they do convey is big and it can be for some,</li> </ul>
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	<p>impersonal” (Faculty member 6).</p> <ul style="list-style-type: none"> <li>• “maybe there is a mismatch between the quality of what goes on at the university and the prestige that is attributed to it. I think it’s spotty; it depends on who you ask” (Faculty member 11).</li> </ul>
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## 11.6 APPENDIX F: Supplemental Information

### 11.6.1 University A

#### 11.6.1.1 Photographs – Collage

Removed to preserve confidentiality for publication purposes.

#### 11.6.1.2 Documents

Removed to preserve confidentiality for publication purposes

### 11.6.2 University B



#### 11.6.2.1 Photographs – Collage

Removed to preserve confidentiality for publication purposes

#### 11.6.2.2 Documents

Removed to preserve confidentiality for publication purposes

### 11.6.3 University C

#### 11.6.3.1 Photographs - Collage

Removed to preserve confidentiality for publication purposes.

#### 11.6.3.2 Documents

Removed to preserve confidentiality for publication purposes